

College of Marin Common Rubric: Visual Communication (1/2011)

	Advanced (4)	Proficient (3)	Satisfactory/ Basic (2)	Not Satisfactory/Below Basic (1)
Project Proficiency and Technique	<ul style="list-style-type: none"> • Mastery of chosen medium. • Demonstrated skill in fabrication. • Medium is appropriate to technique and artistic intent. 	<ul style="list-style-type: none"> • Proficiency with chosen medium. • Apparent skill in fabrication. • Medium is appropriate and artistic intent is apparent, if undeveloped. 	<ul style="list-style-type: none"> • Some proficiency with chosen medium. • Some skill in fabrication. • Medium is appropriate but artistic intent might benefit from a more creative approach. 	<ul style="list-style-type: none"> • Lacks careful construction. • Lacks care in use of materials. • Incomplete or unfinished.
Visual Form and Composition	<ul style="list-style-type: none"> • Compositionally strong. • Aesthetics are consistent – either visually pleasing or deliberately anti-aesthetic, demonstrating intent to challenge conventions of beauty and formal clarity. • Visually clear in form and intent. • Structured according to artistic intent, both formally and in choice of materials, but open to viewer interpretations. 	<ul style="list-style-type: none"> • Compositional elements are present and mostly well-realized. • Aesthetics are largely consistent with only minor deviations. • Form and intent are mostly clear. • Structure has been imposed by artist, either formally or in materials' choice. Interpretation by others may not be open-ended. 	<ul style="list-style-type: none"> • Compositional elements are present if not fully realized. • Attempt has been made to achieve aesthetic consistency. • Form and intent can be discerned if not entirely clear. • Some structure has been imposed by artist, either formally or in materials choice. 	<ul style="list-style-type: none"> • Lack of formal decision-making. • Stylistic choices vary without deliberate contrast or comparison of different approaches. • Visually unclear. • Lacks structure or clear intention.
Critical Value or Insight	<ul style="list-style-type: none"> • Adds to a broader artistic conversation, either within the class or within the field. • Knowledgeable of context and precedent. • Artist takes theoretical input of instructor and/or independent research into account, by demonstrating theory of art-making applied in practice. 	<ul style="list-style-type: none"> • Artist demonstrates understanding of context but has not fully developed response. • Artist has made an effort to respond to theoretical input of instructor and/or independent research. 	<ul style="list-style-type: none"> • Artist demonstrates some awareness of context but could develop that understanding and response more fully. • Artist has considered theoretical input of instructor and/or independent research but could go farther with his or her responses. 	<ul style="list-style-type: none"> • Lacks awareness of stylistic or art historical context including in-class discussions and precedents presented by instructor. • Does not demonstrate artist's response to instructor input or any external research.
Articulation of Artist's Intent, Goals and Strategies	<ul style="list-style-type: none"> • Artist is able to explain intent, strategy and motivation. • Artist uses clear and concise language. • Artist cites research where relevant, and articulates and responds to differing points of view. 	<ul style="list-style-type: none"> • Artist has mostly articulated his or her intentions, strategies and motivations. • Artist has most of the vocabulary needed to make his or her intentions clear. • Artist has largely synthesized research where appropriate, though perhaps not fully accounted for contrasting points of view. 	<ul style="list-style-type: none"> • Artist has some ability to articulate his or her intentions, strategies and motivations. • Artist can get across his or her meaning even if language choices are not ideal. • Artist has attempted to synthesize research where appropriate and could develop his or her understanding more thoroughly. 	<ul style="list-style-type: none"> • Artist cannot articulate his or her intentions or strategies. • Artist uses unclear language or seems not to know what terms mean. • Artist has not done research where appropriate.
Ability to Interpret Visual Material	<ul style="list-style-type: none"> • Recognizes formal, conceptual and material choices made by artists. • Can articulate those choices. • Relates artistic choices to historical, social and other relevant contexts. • Can articulate personal affinities or aversions to specific artists, artworks or movements in precise and factually- or formally-based language. 	<ul style="list-style-type: none"> • Recognizes significant choices made by artists in making work, if lacking in nuanced appreciation. • Able to express awareness of artistic choices with minimal assistance from instructor and classmates. • Sees larger context for artistic choices and can mostly describe same. • Understands factual or formal reasons why he or she likes or dislikes certain artists/works/movements and needs minimal help to articulate them. 	<ul style="list-style-type: none"> • Somewhat recognizes choices made by artists in making work. • Able to express awareness of artistic choices with some assistance from instructor and classmates. • Sees some larger context for artistic choices but may not be able to fully describe same. • Has a sense of the factual or formal reasons why he or she likes or dislikes certain artists/works/movements but may not have the language to describe this without help. 	<ul style="list-style-type: none"> • Does not recognize formal, conceptual or material choices in artworks presented. • Cannot articulate the choices of artists being presented. • Does not relate artists' choices to any larger context. • Cannot articulate affinities or aversions, or does so only in terms of "I don't like it" or "It's not art".