

VISUAL ARTS Appreciation Competency 3 Evaluation Criteria	Advanced 5	Thorough 4	Adequate 3	Partial 2	Minimal 1
Appreciation based on relevant elements: connections between aspects of the work and the effects felt <ul style="list-style-type: none"> <input type="checkbox"/> Personal connections <input type="checkbox"/> Personal reactions 	Identification of components of the work and numerous meaningful connections between these elements and the effects felt	Identification of components of the work and meaningful connections between these elements and the effects felt	Identification of a few components of the work and some connections between these elements and the effects felt	Identification of elements of the work that have little direct connection with the effects felt	Lack of connections between the work and the effects felt
Appreciation based on relevant elements: connections between aspects of the work and sociocultural and historical aspects <ul style="list-style-type: none"> <input type="checkbox"/> Symbolic meaning <input type="checkbox"/> Connections to other work(s) <input type="checkbox"/> Contextualizing the work (time, place, social status) 	Identification of components of the work and numerous meaningful connections between these elements and historical and sociocultural aspects.	Identification of components of the work and meaningful connections between these elements and the historical and sociocultural aspects	Identification of a few components of the work and some connections between these elements and the historical and sociocultural aspects	Identification of elements of the work that have little direct connection with the historical and sociocultural aspects	Lack of connections between the work and the historical and sociocultural aspects
Appropriate use of subject-specific vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> Elements <input type="checkbox"/> Space (principles) <input type="checkbox"/> Transforming gestures (technique) 	Excellent knowledge of targeted content : Pertinent use of a variety of terms from the subject- specific vocabulary	Good knowledge of targeted content : Appropriate use of many terms from the subject- specific vocabulary	Partial knowledge of targeted content : Appropriate use of a few subject- specific vocabulary	Limited knowledge of targeted content : Inappropriate use of terms from the subject-specific vocabulary	Insufficient knowledge of targeted content : Absence of terms from the subject-specific vocabulary in the student's discourse
<small>Rubrics created by M.Ledo based on criteria from the Quebec Frameworks for Evaluation of Learning and Ministère de l'Éducation, du Loisir et du Sport Evaluation Situation C3 Music - Secondary IV 7 Student's Booklet</small>					

VISUAL ARTS // Competency 1 & 2 Evaluation Criteria	Advanced 5	Thorough 4	Adequate 3	Partial 2	Minimal 1
Effective use of knowledge related to visual arts language (Relevance of elements of visual arts language and methods for using elements of visual arts language): <i>Have all the required elements been used and does the choice of elements of visual arts language highlight the visual message or the idea?</i>	Innovative use of combinations of elements of visual arts language to create visual effects	Effective use of a variety of elements of visual arts language	Appropriate use of elements of visual arts language	Presence of a great number of predictable aspects of visual arts language and some clichés or stereotypes	Cursory use of basic elements (lines, shapes, colours)
Effective use of knowledge related to transforming gestures, materials and tools (Relevance of transforming gestures in accordance with materials and tools and Methods for using transforming gestures): <i>Do the ways of using the materials and tools produce appropriate results?</i>	Judicious manipulation and treatment of materials and tools to create unexpected expressive effects	Effective manipulation and treatment of materials and tools to create expressive effects	Appropriate manipulation and treatment of materials and tools	Simple manipulation and treatment of materials and tools	Ineffective manipulation and treatment of materials and tools
Coherent organization of elements (Consideration of elements related to organization of space) : <i>Does the organization of the image components support the creative idea? i.e. Composition</i>	Meaningful and complex organization of elements in space	Clear organization of elements in space	Simple organization of elements in space	Cursory organization of elements in space	Chaotic organization of elements in space
Coherent organization of elements (Relationship between the production and the stimulus for creation) <i>Does the organization of the image components reflect the stimulus for creation? i.e. Answer the guiding question?</i>	Visual message fully developing the stimulus for creation	Visual message consistent with the stimulus for creation	Visual message based on components of the stimulus for creation and conveying the main idea	Visual message simplifying the stimulus for creation containing few ideas from it	Visual message having no connection to the stimulus for creation
Authenticity of the production (Absence of clichés and Presence of original elements): <i>Has the student developed thier own ideas?</i>	Expressive production demonstrating an original and striking response to the stimulus for creation	Expressive production demonstrating a personal response to the stimulus for creation	Appropriate production demonstrating a personal response to the stimulus for creation	Cursory production demonstrating a partial response to the stimulus for creation and including some clichés or stereotypes	Production incomplete or with no connection to the stimulus for creation and almost entirely composed of clichés and stereotypes
Rubrics created by M.Ledo based on criteria from the Quebec Frameworks for Evaluation of Learning and Ministère de l'Éducation, du Loisir et du Sports Visual Arts - Secondary IV Teacher's Booklet Evaluation Situation C1-C2					