Visual Arts - Grade 6-8

	4 - Excelling	3 - Meeting	2 - Approaching	1 – Working Below
Create – 6-8	Consistently creates imagery that demonstrates a strong understanding of basic design using a variety of processes, techniques and media.	Often creates imagery that demonstrates an understanding of basic design using a variety of processes, techniques and media.	Sometimes creates imagery that demonstrates an understanding of basic design using a variety of processes, techniques and media.	Rarely creates imagery that demonstrates an understanding of basic design using a variety of processes, techniques and media.
	Consistently depicts a variety of subjects and settings using careful observation and self-reflection.	Often depicts a variety of subjects and settings using careful observation and self-reflection.	Sometimes depicts a variety of subjects and settings using careful observation and self-reflection.	Rarely depicts a variety of subjects and settings using careful observation and self-reflection.
	Consistently and thoughtfully problem solves, experiments, evolves, and finds new innovative solutions.	Often and thoughtfully problem solves, experiments, evolves, and finds new innovative solutions.	Sometimes thoughtfully problem solves, experiments, evolves, and finds new innovative solutions.	Rarely problem solves, experiments, evolves, and finds new innovative solutions.
Connect & Communicate – 6-8	Consistently and independently respects and makes safe use of the tools and working spaces.	Routinely respects and makes safe use of the tools and working spaces.	Sometimes respects and makes safe use of the tools and working spaces.	Rarely respects and makes safe use of the tools and working spaces.
	Consistently recognizes and describes the elements and principles of design in both in the natural and built world.	Often recognizes and describes the elements and principles of design in both the natural and built world.	Sometimes recognizes and describes the elements and principles of design in both in the natural and built world.	Rarely recognizes and describes the elements and principles of design in both in the natural and built world.
	Consistently and insightfully explains how subject matter can be treated differently and can defend choices in their art production.	Often explains how subject matter can be treated differently and can defend choices in their art production.	Sometimes explains how subject matter can be treated differently and can describe choices in their art production with support.	Rarely explains how subject matter can be treated differently.
	Consistently recognizes characteristics of various movements or styles and is able to identify style based on knowledge of key artists in that style.	Often able to identify major art movements and styles and is often able to identify major characteristics associated with the style.	Sometimes able to identify major art movements and styles and is sometimes able to identify major characteristics associated with the style.	Rarely to identify major art movements and styles and is seldom able to identify major characteristics associated with the style.
	Consistently uses precise art terminology to analyze, interpret, and respond to their and others' work using empathetic and	Routinely uses precise art terminology to analyze, interpret, and respond to their and others' work using	Sometimes uses descriptive art terminology to analyze, interpret, and respond to their and others' work.	Rarely uses descriptive art terminology to analyze, interpret, and respond to their and others' work.

inclusive language.	empathetic and inclusive language.		
Consistently describes how art is created and used for a variety of purposes considering social, historical and cultural contexts.	Consistently recognizes how art is created and used for a variety of purposes considering social, historical and cultural contexts.	Sometimes recognizes how art is created and used for a variety of purposes considering social, historical and cultural contexts.	Rarely recognizes how art is created and used for a variety of purposes considering social, historical and cultural contexts.

Evidence: Portfolios, Observation Checklists, Exit Slips, Sketchbooks, Students Journals, Peer and Self-Evaluations, Photography for 3D works, Art Talks and/or Shows, Reponses to Literature & Artworks, Written responses to various imagery such graphic novels & comic strips, quizzes, projects, Teacher/Student conferencing, Visual Thinking Strategies, etc.