

Unit 2: PASTELS

Unit Objective: To implement colour & various pastel techniques into a well balanced and attractive landscape composition.

Level 1-2	Level 3-4	Level 5-6	Level 7-8	Level 9-10
A. Knowledge & Understanding				
The student shows limited knowledge and understanding of the art form studied, the elements of the art form studied and a limited critical understanding, in the context of his or her own work.	The student is able to demonstrate excellent knowledge and understanding of the art form and elements studied as evident in the group research task. The student is able to communicate a satisfactory understanding of the topic as evident in their compare/contrast task although some opportunities are not pursued.	The student is able to demonstrate good knowledge and understanding of the art form and elements studied as evident in the group research task. The student is able to communicate a good understanding of the topic as evident in their compare/contrast task.	The student is able to demonstrate excellent knowledge and understanding of the art form and elements studied as evident in the group research task. The student is able to communicate a well-developed critical understanding of the topic as evident in their compare/contrast task.	
B. Application				
Composition techniques are applied at a very limited level with no indication of planning. The student has basic forms and addressed proportion at a very limited level. There are inappropriate colours and no attempts at gradation. The drawing is inappropriate for the task.	Composition techniques are applied at a limited level with some indication of planning. The student has considered proportion and addressed it at a limited level. There is an emerging proficiency in applying colour and attempting gradation. The drawing has limited expression for the task.	The composition has some indication of planning. The student has considered pastel techniques and colour at a satisfactory level. There is a range of colour employed for an adequate range of 3D objects with indications of gradation. The drawing is satisfactory for the task.	There is a well planned composition. The student shows good proficiency in using pastel techniques and colour. There is a wide range of colour, efficiently employed for most 3D objects, with gradation applied at a good level of proficiency. The drawing is appropriate for the task.	There is a carefully planned and balanced composition. The student shows an excellent proficiency in using pastel techniques and colour. There is an effective ability to employ colour to create a variety of 3D effects, including gradation. The drawing addresses the purpose and shows a high level of creativity.
C. Reflection & Evaluation				
The student records his or her artistic development and processes with little reflection and carries out a limited evaluation of his or her work.	The student reflects on his or her artistic development and processes and carries out a satisfactory evaluation though some aspects may be unrealistic or incomplete. The student attempts to use feedback in their development and processes, with guidance .	The student reflects critically on his or her artistic development and processes at different stages of their work and carries out a good evaluation. The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement. The student uses feedback in their development and processes, with little guidance , which informs his or her artistic development and processes.	The student reflects critically and in-depth on his or her artistic development and processes at different stages of their work and carries out an excellent evaluation. This shows a considered appraisal of quality of work and improvements that could be made. The student intentionally uses feedback in their development and processes, with appropriate consideration of his or her artistic processes.	
D. Personal Engagement				
The student shows limited commitment in using his or her own artistic processes. The student demonstrates limited curiosity, self-motivation, initiative and a willingness to take informed risks. The student works with his or her peers in a positive way, with encouragement . The student rarely participates in discussions.	The student shows satisfactory commitment in using his or her own artistic processes. The student demonstrates satisfactory curiosity, self-motivation, initiative and a willingness to take informed risks. The student supports, encourages and works with his or her peers in a positive way, with encouragement . The student occasionally participates in discussions.	The student shows good commitment in using his or her own artistic processes. The student generally demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks. The student supports, encourages and works with his or her peers in a positive way, with little encouragement . The student often participates in discussions.	The student shows excellent commitment in using his or her own artistic processes and skills. The student actively demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks. The student actively supports, encourages and works with his or her peers in a positive way. The student usually participates in discussions.	
Teacher Comments (if any):				
Parent signature and date:				

