Project:

Book Cover Using Drawing

Name: **Student**

Date: 00/00/20XX

Artistic DESIGN 80%

	Excellent	Good	Average	Inadequate	
	[18-20]	[12-17]	[6-11]	[0-5]	POINTS
Visual Communication: Clarity of Images & Font(s)	Graphics are *completely* original (content & form); graphics are creative and well-executed. Graphics are clear (easy to understand and not pixelated) and are intentionally used. The graphics help to explain the subject of the book. The font choice is readable and the visual qualities work to illustrate the style of the book.	Most graphics are in focus and purposeful. One or two of the graphics or effects used on the design reflect student creativity in their creation and/or display. Most of the information is easily understood/read. The font can be read, but does not fully represent the qualities embodied suggested in the book title.	Choice of graphic(s) could use improvement; graphic is confusing or misleading. Graphics are made by the student, but are based too closely on the designs or ideas of other designers. The font does not support the ideas presented in the title.	Graphics are not carefully chosen or work *against* the design or purpose. The graphics are difficult to 'read' and are visually confusing or misleading. Graphics are someone elses': traced or stolen and are not credited to the original artist. The font works against the intended meaning of the words.	20
Incorporation of Drawing & Drawing Skills	The student used drawing approaches learned in the skill building unit (blind contour, gesture, image out-of-focus) and applied them to the cover design. The visual qualities of the drawing thoughtfully/intentionally work with the font and color choices. The feeling of the drawing (line work, tone, etc.) support the 'tone' or intention of the book and is a main feature of the design.	The student used drawing in the design. However, it is not the main component or does not express the qualities of the marks practiced in the drawing skills unit (does not express line weight, gesture, blind contour or image out-of-focus) in a convincing way. For the most part, the drawing does interact with the font successfully.	Drawing was used, but not the specific drawing approaches that were set (gesture, blind contour, image out-of-focus). The drawing and font do not respond to eachother and seem randomly thrown together. The drawing does not successfully express the intent or themes of the book.	Drawing was not considered as a design element and was not used in creating the book cover. The design works against the themes of the book or does not take into consideration the intent of the book.	20
Composition & Color	The placement of the graphics in the space of the cover are purposeful. The design has a clear focus and the color leads the viewer through the work. There is a clear hierarchy in the text and imagery. The use of shape, color and line create a design that is eye-catching and engages the interest of the viewer.	The artist/designer thought about the composition and experimented with the placement of the graphics. The hierarchy of text and imagery works well enough, but is not entirely clear. The majority of the shapes and colors are purposeful and meaningful to the overall design.	Parts of the design seem randomly placed and do not clearly lead the viewer through the design. The placement of the graphics appear haphazard and the composition needs to be reworked. There is no clear hierarchy of text and/or images. The lines, shapes and colors do not quite work together; they visually compete with one another. The colors may seem muddy or overwhelming.	The design is poorly executed, creating unintended tension and/or confusion. Graphics and/or art components compete for the attention of the viewer and create confusion as to the design's focus. The shapes, colors and line work (and other graphics) do not create a pleasing design. Too many different effects create a confused, unfocused design.	20
Artistry, Design & Concept Development	All of the design choices work together to create a professional-looking, attractive, book cover. It is clear upon first glance what kind of book is being conveyed. Clever & strong concept based on personal design development. Different parts of the design look like they fit together. Student can explain his/her design decisions. All requirements and specifications met. All of the design elements help to convey the proper sentiment of the book title.	Design has some strong and some weak elements. The audience somewhat gets an understanding of the book through the design elements on the cover. There was limited personal research and concept development. Craft-work is strong. Student can explain 2 -3 design decisions.	The concept for the book cover was not thought out. One design element works with the ideas of the book. Overall, however, the design elements (font, color, imagery) are not carefully chosen or applied. The overall design is not visually appealing/appropriate and not well-crafted/carefully considered. Student unable to fully explain 1 or 2 design decisions.	Design elements do not work together; work is dirty/sloppy, in the wrong format, little research or concept development. Student unable/unwilling to explain any design decisions.	20
				Total Points	80

Artistic PROCESS 16%

	Excellent	Good	Average	Inadequate	
	[4]	[3]	[2]	[1]	
Experimental & Exploratory	Tried many approaches to the assignment, gained new knowledge through personal experimentation & exploration.	Did some experimenting with materials, processes and/or ideas.	Little exploration or experimentation, had to be pushed to experiment & explore.	Did not experiment with or explore materials, process or ideas.	4
Effort & Will	Focused, willing to revise/rework, gave & received feedback, pushed oneself. All requirements met. Followed all instructions.	Worked to potential, was focused. Most instructions followed.	Did minimum to complete the assignment. Instructions not closely followed.	Showed little or no interest in the assignment or in learning something new; little effort given.	4
Skillful Use of Materials & Technologies	Worked independently, successfully used a variety of skills, materials and approaches learned in class. Student worked to develop his/her own artistic process through the materials.	Used 1-2 new materials and 1-2 new approaches.	Materials not cleaned/handled properly. The student used 1-2 new materials *or* approaches.	Unable to successfully apply skills learned in class independently. Student did not use new materials *or* approaches.	4
Time Management	Work was on time; worked well in and out of class, helped others, punctual.	Majority of the work was on time, stayed on task most days.	Reminders given, unable to structure one's own work time.	Work was not on time, was a distraction to others, needed to be kept on task.	4
				Total Points	16

Artistic MERIT 4%

Bonus	Exceeded the expectations of the assignment	4
		GRADE