

Marking Art Work

Assessing a piece of art requires some **subjective** judgement. This means that your judgement is **subject** to your own experience, emotions and expertise. The opposite to this is **objective** judgement, where there is **correct or incorrect**.

Score keys are useful for objective assessment.



There is no Score Key that will tell you what a work of art is worth.

That's the bad news. The good news is that even professional artists usually disagree about the quality of artwork, so there is no way to give a completely "incorrect" score. On the other hand, there are certain technical aspects of an artwork that can be judged more or less objectively. For example, if a task requires an example of lighting and shadow, and the child has not shown any shadow or has the shadow going towards the light source, then it is an objective judgement to take off marks.

Marking rubrics are used in most subjects where there is a degree of subjectivity, for example for assignments and art work. They break the task down into components and suggest ways to assess the quality of each component. They allow you to give fair, consistent and valid assessment, and also provide focal points from which to discuss the student's work and offer thoughts for further improvement.

The Art Marking Rubric on the next page is very general, and you may find that some of the components do not apply to the task you are marking. If for example, there is absolutely no scope for creativity in a task, then you can either ignore this component and recalculate the final score, or simply award full marks for it as the work is as creative as was called for in the task.

Descriptors

Accomplishes Goals:	The student has understood the task and successfully and fully answered the question. The opposite is that the student has not attempted to fulfil the requirements of the task.
Creativity/Enterprise:	The student has shown creativity, and challenged him- or herself by pushing the boundaries to excel, for example by trying new things not already done in the PACE. The opposite is that the student has done the bare minimum to answer the question, in spite of the opportunity to be creative.
Technical:	The student has applied the specific techniques and skills taught in the PACE without error. The opposite is that the student has not really made progress in the techniques and skills taught in the PACE.
Demonstrates Skill:	The student has demonstrated a high level of skills taught in this PACE and from earlier PACEs that make the work look professional and polished. The opposite is that, through lack of focus and practice, they may have learned techniques but have not mastered the skills effectively.
Care and Neatness:	The student has taken great care in how their work is presented. The opposite is that the student has not shown care, not corrected mistakes, or left out important steps or details. Their work looks "sloppy".

Art Marking Rubric

Task: _____

1. Accomplishes Goals

5	4	3	2	1	0	_____
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2. Creativity/Enterprise

5	4	3	2	1	0	_____
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3. Technical

5	4	3	2	1	0	_____
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4. Demonstrates Skill

5	4	3	2	1	0	_____
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5. Care and Neatness

5	4	3	2	1	0	_____
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Total /25	_____
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Total %	_____
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