Unit 1 Photography - Folio 2: Developing an idea: **Rubric**

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|  | 1 | 2 | 3 | 4 | 5 |
| **Planning** |  |  |  |  |  |
| Brainstorming:  Generating ideas and approaches | A limited number  of ideas and approaches are listed. | Consideration of a range  of ideas and approaches in developing the idea. |  |  |  |
| Circle Map:  Identifying relevant aspects – specified requirements, idea, mediums, techniques, subject matter, equipment, materials, organization and personnel. | Limited consideration of relevant aspects. | Satisfactory consideration of relevant aspects. | Comprehensive consideration of relevant aspects. |  |  |
| 2 pages of investigation | Investigation does not clearly inform the planning | Investigation informs the planning | Investigation clearly informs the planning | Well informed investigation which focuses the planning | Informative and detailed investigation which focuses the planning |
| **Work Brief** |  |  |  |  |  |
| Explanation of the idea and subject matter. | Vague identification of the idea and subject matter. | Some explanation of the idea and subject matter. | Satisfactory explanation of the idea and subject matter. | Clear explanation of the idea and subject matter. | Detailed and clear explanation of the idea and subject matter. |
| Explanation of the aesthetic qualities – mood of the work, use of design elements and principles, composition & framing. | Formal elements are listed | Aesthetic qualities are suggested with some indication as to how they relate to the idea. | Explanation of some aesthetic qualities to be used. | Explanation of some aesthetic qualities to be used in relation to the student’s idea. | Clear explanation  of the aesthetic qualities to be used in relation to the student’s idea. |
| Explanation of the materials and techniques to be used – camera, film speed, lighting, other materials & art making techniques. | Some materials to be used are listed. | Materials to be used are described but techniques are not discussed. | Materials and techniques to be used are outlined. | Sound discussion of  materials and techniques. | Detailed discussion of  materials & techniques to be used in relation to the student’s idea.. |
| Timeline | Little evidence of the student’s ability to plan the folio | Some evidence of the student’s ability to plan the folio | Satisfactory plan of how the folio will be completed | Clear plan of how the folio will be completed | Comprehensive plan of how the folio will be completed |
| **Process** |  |  |  |  |  |
| Test strips | Test strip(s) indicate the content of the negatives but the exposure quality is inaccurate | Useful test strip(s) indicating correct exposure time for proof sheet |  |  |  |
| Annotations  Written and visual documentation of the process – this may include sketches, photographs and ‘print screens’. | Annotations identify the idea and/or aesthetics and/or techniques used. | Annotations identify the idea, aesthetics and techniques throughout the process. | Annotations reveal an awareness of the idea, aesthetics and techniques throughout the process. | Annotations reveal an awareness of the relationship between the idea, aesthetics and techniques throughout the process. | Annotations reveal thoughtful consideration of the relationship between the idea, aesthetics and techniques throughout the process. |
| Final submission | Undeveloped application of materials, techniques and processes to support a resolution of the idea. | Limited understanding of the application of materials, techniques and processes to resolve the idea. | Satisfactory application of materials, techniques and processes to resolve the idea. | Skillful application of materials, techniques and processes to resolve the idea. | Highly skillful application of materials, techniques and processes to resolve the idea. |
| Technical aspects | Very limited understanding of the selected materials and techniques. | Limited understanding of the selected materials and techniques. | Appropriate use of relevant  materials, techniques and processes. | Skillful and appropriate use of relevant materials, techniques and processes. | Highly skillful and appropriate use of relevant materials, techniques and processes. |
| Composition and aesthetics | Little awareness of composition, framing and aesthetics. | Some attempt to use composition, framing and aesthetics to communicate ideas. | Competent use of composition and framing to communicate ideas. Aesthetic qualities contribute to the communication of the ideas. | Effective use of composition, framing and aesthetic qualities to communicate ideas. | Highly effective use of composition, framing and aesthetic qualities provides strong  support to the successful communication of ideas in the artwork. |
| Communication of the idea | Little evidence of thoughtful approach to the theme – images do not demonstrate a strong sense of personal environment. | The images demonstrate an attempt to communicate a personal response to the theme. | Evidence of thoughtful and personal approach to the theme | Clear evidence of personal and individual approach to the theme | A creative and well articulated approach. |
| Comments |  | | | | |