

*Science in the Arts Challenge 2023 Rubric*

Name of Student: \_\_\_\_\_

School: \_\_\_\_\_



Students are encouraged to use this rubric as they consider the artwork they will submit for the **Science in the Arts Challenge**. Judges will award points only if a criterion for a category is represented in the artwork or presentation at the Civic Center. The rubric should be used both as a check list of the items that will be scored and an indicator of the quality students should try to achieve.

**96 possible points. Final Score:** \_\_\_\_\_

<b>THE ARTWORK</b>				
	<b>5-6</b>	<b>3-4</b>	<b>1-2</b>	<b>0</b>
<b>Elements of Art &amp; Principles of Design-</b> balance, color, emphasis, form, harmony, line, movement, proportion, rhythm shape, space, texture, unity, and variety	Elements of Art & Principles of Design work together to create an outstanding composition.	Elements of Art & Principles of Design work together to create a successful composition.	Elements of Art & Principles of Design do not work together to achieve a successful composition.	There is no evidence of Elements of Art & Principles of Design.
<b>Technique and Craftsmanship</b>	<ul style="list-style-type: none"> <li>• Artwork exhibits quality technique in use of materials.</li> <li>• Excellent skills are demonstrated in use of materials.</li> <li>• Attention to detail is well above average.</li> </ul>	<ul style="list-style-type: none"> <li>• Artwork exhibits good technique in use of materials.</li> <li>• Good quality skills are demonstrated in use of materials.</li> <li>• Attention to detail is above average.</li> </ul>	<ul style="list-style-type: none"> <li>• Artwork uses limited technique in use of materials.</li> <li>• Skills are lacking in use of materials.</li> <li>• Attention to detail is limited.</li> </ul>	There is no evidence of artistic technique or attention to detail.
<b>Originality and Expression</b>	The artwork is completely original.	The work shows some influence from other artists or artwork but has some original subject matter.	The work resembles artwork from other artist/s.	There is evidence of copying directly from a source.
<b>Personal expression</b>	The artwork is an excellent example of an artist demonstrating ideas through personal expression / voice.	The artwork is a good example of an artist demonstrating ideas through personal expression / voice.	The artwork provides some evidence of personal expression / voice.	The artwork is not an example of personal expression / voice.
<b>Presentation of 2-D Artwork or 3-D Artwork</b>	The 2-D artwork is enhanced by the matting and/or framing. or 3-D artwork is stable and freestanding and is able to be easily moved by one person.	The 2-D artwork has adequate matting and/or framing. or The 3-D artwork is freestanding and is able to be moved.	The 2-D artwork has inadequate matting and/or framing. or The 3-D artwork is not stable <i>and/or not able</i> to be easily moved by one person.	The 2-D artwork has not been matted or framed. or The 3-D artwork lays in an unnatural / unattractive position on a table surface.

**30 possible points for this section. Points awarded for Artwork Section:** \_\_\_\_\_

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<b>THE SCIENCE</b>				
	<b>5-6</b>	<b>3-4</b>	<b>1-2</b>	<b>0</b>
<b>Justification for the Materials</b>	The student gives reasons for selecting the kinds(s) of material(s) used for the artwork and reasons for not selecting other similar materials.	The student explains reasons for selecting the kinds(s) of material(s) used for the artwork.	The student lists reasons for selecting the kinds(s) of material(s) used for the artwork.	The student does not give reason for selecting the kinds(s) of material(s) used for the artwork.
<b>Understanding the Materials</b>	The student demonstrates an in-depth knowledge & understanding of science related to the identified material(s).	The student demonstrates an adequate knowledge & understanding of science related to the identified material(s).	The student demonstrates shallow knowledge & understanding of science related to the identified material(s).	The student does not demonstrate knowledge & understanding of science related to the identified material(s).
<b>Science of the Process(es)</b>	The student identifies process(es) and the science related to the processes used to create the art work.	The student identifies the science used to create the art work.	The student identifies a process used to create the artwork.	The student does not identify to a process used to create the artwork.
<b>Explaining the Process(es) (able to answer questions)</b>	The student demonstrates in-depth knowledge about the science related to the process(es) used to create the artwork.	The student provides adequate information about the science related to the process(es) used to create the artwork.	The student provides limited information about the science related to the process(es) used to create the artwork.	The student does not demonstrate knowledge or understanding of the science related to the process(es) used to create the artwork.
<b>Connections to the Past</b>	The student provides much detail about societal, cultural, and/or economic history related to scientific innovations that provided for the development of the technique or materials used in the art work.	The student provides some information about societal, cultural, and/or economic history related to scientific innovations that provided for the development of the technique or materials used in the art work.	The student provides limited information about societal, cultural, and/or economic history related to scientific innovations that provided for the development of the technique or materials used in the art work.	The student does not relate societal, cultural, and/or economic history to scientific innovations that provided for the development of the technique or materials used in the art work.
<b>Connections to the Present</b>	The student makes several connections between current societal, cultural and/or economic issues to key scientific innovations that provide for the development of the technique or materials used in the art work.	The student makes two connections between current societal, cultural and/or economic issues to key scientific innovations that provide for the development of the technique or materials used in the art work.	The student makes a connection between current societal, cultural or economic issues and key scientific innovations that provide for the development of the technique or materials used in the art work.	The student does make connections between current societal, cultural or economic issues and key scientific innovations that provide for the development of the technique or materials used in the art work.

**36 possible points for this section. Points awarded for Science Section: \_\_\_\_\_**

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<b>COMMUNICATING ABOUT THE SCIENCE IN THE ART</b>				
	<b>5-6</b>	<b>3-4</b>	<b>1-2</b>	<b>0</b>
<b>Why was the artwork selected to represent Science in the Arts?</b>	It is evident the student understands the connections and interdependence between Science and the Arts.	The student explains why the artwork was selected to represent Science in the Arts.	The student attempts to explain why the artwork was selected to represent Science in the Arts.	The student does not attempt to explain why the artwork was selected to represent Science in the Arts.
<b>The Speech and the Speaker</b>	<ul style="list-style-type: none"> <li>Speech is eloquent &amp; articulate- the student uses volume, tone, &amp; pace to enhance presentation.</li> <li>The student does not depend upon notes or cards to give the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Speech is articulate- the student uses volume, tone, and pace to enhance the presentation.</li> <li>The student rarely refers to notes or cards to give the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Speech is difficult to follow.</li> <li>The student is dependent on notes or cards to give the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Speech is inarticulate.</li> <li>The students reads all or most of the presentation from notes or cards.</li> </ul>
<b>Storyboard Display</b>	<ul style="list-style-type: none"> <li>The storyboard display is interesting and enhances the artwork. It is well organized, professional looking, and makes good connections between the science and the art.</li> <li>Captions are included for each photograph.</li> </ul>	<ul style="list-style-type: none"> <li>The storyboard display is interesting and well organized, and it provides information about the science and artwork.</li> <li>Captions are included for the photographs.</li> </ul>	The storyboard display provides adequate information about the science and artwork.	The display provides limited information about the science and artwork.
<b>A Timeline and/or Story of the Artwork as Displayed on the Storyboard</b>	<ul style="list-style-type: none"> <li><b>Evidence of the student making the artwork is featured in a timeline and story.</b></li> <li>The display provides many visual details for the viewer to understand appreciate the process(es) of the artwork being created.</li> </ul>	<ul style="list-style-type: none"> <li><b>The display provides a timeline and story showing the student making the art work.</b></li> <li>The display provides some visual details for the viewer to appreciate the process(es) of the artwork being created.</li> </ul>	<ul style="list-style-type: none"> <li><b>The display provides a timeline or story showing the student making the art work.</b></li> <li>The display provides limited evidence of the student creating the artwork.</li> </ul>	<ul style="list-style-type: none"> <li>The display does not provide a timeline or story of the student making of the art work.</li> <li>The display does not provide visual details of the artwork being created.</li> </ul>
<b>Storyboard Explanation</b>	<ul style="list-style-type: none"> <li>The student uses the storyboard as he or she includes a personal and expressive explanation of what the art work means.</li> <li>The use of technical language enhances the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>The student uses the storyboard to include a personal explanation of what the art work means.</li> <li>The student uses technical language about the art and the science correctly.</li> </ul>	<ul style="list-style-type: none"> <li>The student uses the storyboard and attempts to explain what the art work means to the him or her.</li> <li>The student uses some technical language incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>The student does not attempt to explain what the art means to the him or her.</li> <li>Presentation does not use technical language.</li> </ul>

**30 possible points for this section. Points awarded for Communication Section: \_\_\_\_\_**