

Art History Comparative Study First Semester

Category	0	Advanced	Proficient	Basic	Minimal
Formal Response to Storm on the Sea of Galilee	Student has not completed.	5 or more Elements/Principles of Art used to describe Storm on the Sea of Galilee. Elements and Principles are bolded in text. Complete sentences and paragraphs used. Justification of Elements/Principles are strong and backed up with specific evidence.	5 Elements/Principles of Art used to describe Storm on the Sea of Galilee. Elements and Principles are bolded in text. Complete sentences and paragraphs used. Justification of Elements/Principles are complete and backed up with evidence.	Less than 5 Elements/Principles of Art used to describe Storm on the Sea of Galilee. Elements and Principles are bolded/not bolded in text. Incomplete sentences used. Justification of Elements/Principles are occasionally justified and connects are weak.	Less than 3 Elements/Principles of Art used to describe Storm on the Sea of Galilee. Elements and Principles are bolded/not bolded in text. Incomplete sentences used. Missing justification of the Elements/Principles.
Cultural Context of Storm on the Sea of Galilee	Student has not completed.	Student answers When/Where was it created. It is explained what was happening win the world when this piece was created and if it was a reaction to a specific event. Complete sentences and paragraphs used. Cultural Context information is strong and backed up with specific evidence.	Student answers When/Where was it created. It is explained what was happening win the world when this piece was created and if it was a reaction to a specific event. Complete sentences and paragraphs used. Cultural Context information is moderate and backed up occasionally with specific evidence.	Student answers some of the questions but is missing information. Incomplete sentences used. Cultural Context information is basic and not backed up with specific information.	Student does not answer cultural context questions. Incomplete sentences used. Cultural Context information is incomplete and not backed up at all.
Storm on the Sea of Galilee Painting Analysis	Student has not completed.	Student calls out three or more features of the painting using either cultural or formative information. Student uses arrows and text boxes to contain each separate piece of information and make it easier to read. Information is strong and backed up with specific evidence.	Student calls out three features of the painting using either cultural or formative information. Student uses arrows and text boxes to contain each separate piece of information and make it easier to read. Information is adequate and backed up with specific evidence.	Student calls out two or less features of the painting using either cultural or formative information. Student sometimes uses arrows and text boxes to contain each separate piece of information and make it easier to read. Information is basic and lacking depth.	Student calls out one or no features of the painting using either cultural or formative information. Student sometimes/never uses arrows and text boxes to contain each separate piece of information and make it easier to read. Information is basic and lacking depth.
Formal Response to The Raft of Medusa	Student has not completed.	5 or more Elements/Principles of Art used to describe artwork. Elements and Principles are bolded in text. Complete sentences and paragraphs used. Justification of Elements/Principles are strong and backed up with specific evidence.	5 Elements/Principles of Art used to describe art. Elements and Principles are bolded in text. Complete sentences and paragraphs used. Justification of Elements/Principles are complete and backed up with evidence.	Less than 5 Elements/Principles of Art used to describe art. Elements and Principles are bolded/not bolded in text. Incomplete sentences used. Justification of Elements/Principles are occasionally justified and connections are weak.	Less than 3 Elements/Principles of Art used to describe art. Elements and Principles are bolded/not bolded in text. Incomplete sentences used. Missing justification of the Elements/Principles.
Cultural Context of The Raft of Medusa	Student has not completed.	Student answers When/Where was it created. It is explained what was happening win the world when this piece was created and if it was a reaction to a specific event. Complete sentences and paragraphs used. Cultural Context information is strong and backed up with specific evidence.	Student answers When/Where was it created. It is explained what was happening win the world when this piece was created and if it was a reaction to a specific event. Complete sentences and paragraphs used. Cultural Context information is moderate and backed up occasionally with specific evidence.	Student answers some of the questions but is missing information. Incomplete sentences used. Cultural Context information is basic and not backed up with specific information.	Student does not answer cultural context questions. Incomplete sentences used. Cultural Context information is incomplete and not backed up at all.

The Raft of Medusa Painting Analysis	Student has not completed.	Student calls out three or more features of the painting using either cultural or formative information. Student uses arrows and text boxes to contain each separate piece of information and make it easier to read. Information is strong and backed up with specific evidence.	Student calls out three features of the painting using either cultural or formative information. Student uses arrows and text boxes to contain each separate piece of information and make it easier to read. Information is adequate and backed up with specific evidence.	Student calls out two or less features of the painting using either cultural or formative information. Student sometimes uses arrows and text boxes to contain each separate piece of information and make it easier to read. Information is basic and lacking depth.	Student calls out one or no features of the painting using either cultural or formative information. Student sometimes/never uses arrows and text boxes to contain each separate piece of information and make it easier to read. Information is basic and lacking depth.
Comparing Storm on the Sea of Galilee & The Raft of Medusa	Student has not completed.	Student compares and contrasts the Cultural Context and Elements/Principles of the two paintings. Complete sentences and paragraphs used. Cultural The work critically analyses the connections, similarities and differences between the selected pieces. These connections are logical and coherent, showing a thorough understanding of how the pieces compare.	Student compares and contrasts the Cultural Context and Elements/Principles of the two paintings. Complete sentences and paragraphs used. The work describes the connections, similarities and differences between the selected pieces, with some underdeveloped critical analysis. The connections are logical and coherent and demonstrate a sound understanding of how the pieces compare.	Student somewhat compares and contrasts the Cultural Context and Elements/Principles of the two paintings. Incomplete sentences and no paragraphs used. The work outlines connections, similarities and differences between the selected pieces, with little critical analysis. These connections are largely superficial or demonstrate a basic understanding of how the pieces compare.	Student barely compares or contrasts the Cultural Context and Elements/Principles of the two paintings. Incomplete sentences and no paragraphs used. The work barely outlines connections, similarities and differences between the selected pieces, with no critical analysis. These connections are superficial or demonstrate a minimal understanding of how the pieces compare.
Works Cited	Student has not completed.	3 or more sources used. Proper MLA citation used. Citations are listed in alphabetical order.	3 sources used. Proper MLA citation used. Citations are listed in alphabetical order.	2 or less sources used. Proper MLA citation used. Citations are not listed in alphabetical order.	2 or less sources used. Improper MLA citation used. Citations are not listed in alphabetical order.