

1. **Reflect:** VA: Re8.1.1a: Interpret an artwork or collection of works supported by relevant and sufficient evidence in the work and its various contexts. : **In class discussions**, students interpret the artists shown and identify information using **framework questions in the handouts**. Students will document notes from handout discussions through a photograph uploaded to a Google folder.

Students did not Participate	Students participated	Student actively participated, providing the group with several suggestions.

Connect: VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.

Students did not submit or only submitted one study from the demo days	Students submitted two studies from the demo days	Students submitted three studies from the demo days

1. **Create:** VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors: Students will **create one study on 8”x 10” in each media: collage, stencils, and oil and chalk pastels**. These studies are examples of students using multiple approaches to begin creative endeavors and document the early stages of elaborated ideas.

The artwork displays little understanding of the medium	The artwork displays understanding of the medium.	The artwork displays an exceptional understanding of the medium
The artwork does not show any evidence of multiple approaches used to creative endeavors.	The artwork shows some evidence of the student using some approaches to begin creative endeavors	The artwork shows evidence of multiple approaches being used to explore creative endeavors.
At least one artwork does not contain combining collage, stencils, or pastels.	At least one artwork contains some elements of combining collage, stenciling, and pastel techniques .	At least one artwork uses all three mediums of collage, stenciling, and pastels together.

Connect: VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas. In **written reflections**, students will describe what they were most interested in from the techniques and their challenges with each medium and technique.

The writing shows little reflection on the mediums that were explored in class.	The writing shows thoughtful reflection on the mediums explored in class.	The writing explores and connects reflection of the mediums used and the artists introduced.
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The writing provides little to no insight into their making experience.	The writing provides insight into the making experience but needs more detail.	The writing provides a detailed reflection of the making experience, and its challenges.
The writing is unclear, containing spelling and grammatical errors	The writing is clear and contains only a few spelling or grammatical errors.	The writing is clear and grammatically correct.

Present: VA:Pr6.1.I: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Students will successfully write a **250-word artist statement** that describes their intent and inspiration for the series by responding to prompted questions to help formulate the statement. Students will present the series and artist statement during class critique.

The writing does not describe the intent or inspiration behind their artwork.	The writing describes both the intent and inspiration behind the work produced.	The writing provides a detailed breakdown of the intent and inspiration of the work produced.
The writing does not respond to prompted questions.	The writing answers questions in the provided prompt	The writing answers questions in the provided prompt and includes supporting evidence that adds additional insight.
The writing is unclear and contains a high degree of spelling and grammatical errors.	The writing is clear and contains few grammatical errors.	The writing is free of grammatical errors.
The writing is 100 or more words below the required 250.	The writing is near the requirement of 250 words.	The writing meets the requirement of 250 words

Connect: VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas. Students will create **1 mind map and 3 sketches** that develop ideas learned from artists and culture jamming to create ideas for the final project.

The mind map was incomplete and did not connect to culture jamming topics discussed in class.	The mind map makes some connection to culture-jamming topics discussed in class.	The mind map connected researched concepts learned from culture jamming.
The mind map did not contain ideation of what materials to use for the final project.	The mind map contains little ideation of what materials to use for the final project.	The mind map contains detailed ideation of what materials to use for the final project. Such as what medium to use for certain images or text.
The required three sketches were either incomplete or missing.	The sketches submitted lacked sufficient visual development.	The three sketches submitted were well developed.
The required three sketches do not display ideas learned from class.	Three sketches were submitted but did not successfully connect culture jamming to the imagery used.	All three sketches displayed a range of compositional design and imagery that connects to culture jamming.

1. **Connect:** VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas. **Create:** VA:Cr1.1.Ia: Use multiple approaches to begin creative endeavors.

Students will **create a series of three works on 8" x 10" paper**. Students must involve **two or more media** and techniques previously learned in each work. This series should include imagery that visually responds and **creates its own culture-jamming** narrative.

The final series of work does not use two or more mediums learned in this unit.	The final series of work uses two or more mediums with little to no variation in techniques learned.	The final series of work uses multiple mediums that effectively display learned techniques.
The final series does not address a theme that connects to culture jamming.	The final series addresses culture jamming with some connection to a theme.	The final series addresses culture jamming with repetition and connection to a theme.
The final series lacks well-developed compositions.	Some of the final series exhibits some compositional elements that leads the viewer's eyes around the works.	The final series exhibits well developed compositions that pull the eye around the works.