

7th Grade 2-Point Perspective Drawing

		Intervention	Progressing	Benchmark	Advanced
Skills/ Techniques	2 pt. Perspective	<input type="checkbox"/> Student needed a lot of help and reinforcement in using a ruler to draw in 2-point perspective. <input type="checkbox"/> Student does not show a clear understanding of horizon line, vanishing point, orthogonal lines, parallel lines, and perpendicular lines. <input type="checkbox"/> Student cannot render any form using 2- point perspective	<input type="checkbox"/> Student needs reinforcement to use the ruler properly when drawing using 2-point perspective. <input type="checkbox"/> Students can identify examples of horizon line, vanishing point, orthogonal lines, parallel lines, and perpendicular lines. <input type="checkbox"/> Students can render 3 placements of a form using 2-point perspective (at, above, & below the horizon line).	<input type="checkbox"/> Student demonstrates proper use of a ruler in most of the 2-point perspective drawing. <input type="checkbox"/> Student demonstrates understanding and can identify the horizon line, vanishing point, orthogonal lines, parallel lines, and perpendicular lines. <input type="checkbox"/> Student can render 3 placements of a form using 2-point perspective (at, above, or below the horizon line).	<input type="checkbox"/> Student demonstrates proper use of a ruler in all aspects of the 2-point perspective drawing. <input type="checkbox"/> Student demonstrates and states a clear understanding of the horizon line, vanishing point, orthogonal lines, parallel lines, and perpendicular lines. <input type="checkbox"/> Student has implemented and used techniques to create the illusion of space in their drawing, while also considering the overall composition.
	Space	<input type="checkbox"/> Student cannot demonstrate techniques to illustrate the illusion of space on a 2-dimensional surface.	<input type="checkbox"/> Student understands basic concepts of using overlapping objects, relative size, shading and shadows to create the illusion of depth/space on a 2-dimensional surface.	<input type="checkbox"/> Student has used techniques to create the illusion of space/depth to create an acceptable composition.	<input type="checkbox"/> Student has implemented and used techniques to create the illusion of space/depth in their drawing, while also considering the overall composition.
Creativity And Originality		<input type="checkbox"/> Required a lot of teacher assistance <input type="checkbox"/> Needs to take stronger steps towards originality and creativity <input type="checkbox"/> Did not demonstrate understanding of preliminary sketches for final artwork	<input type="checkbox"/> Required some reinforcement or teacher assistance <input type="checkbox"/> Attempts but struggles with originality and creativity <input type="checkbox"/> Demonstrated a basic understanding of preliminary sketches to create their final artwork	<input type="checkbox"/> Solved problems in a logical way with minimal teacher assistance <input type="checkbox"/> Demonstrates some originality and creativity <input type="checkbox"/> Demonstrates an understanding of preliminary sketches to create their final artwork	<input type="checkbox"/> Demonstrated outstanding problem-solving skills with no teacher assistance <input type="checkbox"/> Demonstrates higher level thinking skills to produce original and highly creative artwork <input type="checkbox"/> Demonstrates exemplary understanding of preliminary sketchers before selecting one for their final artwork
anship/ Final Presenta	Craftsmanship	<input type="checkbox"/> Showed below-average craftsmanship. <input type="checkbox"/> Lack of pride in finished artwork	<input type="checkbox"/> Average craftsmanship <input type="checkbox"/> A bit careless/messy.	<input type="checkbox"/> With a little more attention to detail the work could have been outstanding. <input type="checkbox"/> Lacks the finishing touches.	<input type="checkbox"/> The artwork was beautifully and patiently done. <input type="checkbox"/> Outstanding attention to detail throughout the work.
Work habits/Effort	Work Habits/ Effort and Attitude	<input type="checkbox"/> Demonstrated minimal participation in: <ul style="list-style-type: none"> o class lesson o preparation o cleanup <input type="checkbox"/> Did not complete their work in class due to: <ul style="list-style-type: none"> o Excessive socializing o off task behavior o student did not use open studio time to finish work o the project was completed with minimal effort 	<input type="checkbox"/> Moderately participated in: <ul style="list-style-type: none"> o class lesson o preparation o cleanup <input type="checkbox"/> Struggled to completed their work in class due to some: <ul style="list-style-type: none"> o too much socializing o off task behavior 	<input type="checkbox"/> Willingly participated in: <ul style="list-style-type: none"> o class lesson o preparation o cleanup <input type="checkbox"/> Completed their work in class, however: <ul style="list-style-type: none"> o Some socializing o Some off task behavior 	<input type="checkbox"/> Actively participated in: <ul style="list-style-type: none"> o class lesson o preparation o cleanup <input type="checkbox"/> Student is always on task and finishes projects in a timely manner <input type="checkbox"/> Gave effort far beyond that required <input type="checkbox"/> Took pride in going well beyond the requirement