**AVI3M Culminating Performance Task (CPT) for 2018/2019:**

**Artist Inspiration Project**

**The Achievement Categories and Weighting Information**

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| --- | --- | --- |
| Achievement Categories | Weight of each category | Categories being assessed for the CPT |
| Knowledge and Understanding | 20% |  |
| Thinking and Inquiry | 20% |  |
| Communication | 20% |  |
| Application | 40% |  |

CPT = 20 % of a student’s mark

**A Description of the CPT**

This culminating performance task calls students to identify an artist who inspires them. Students may select a historical or contemporary artist. Once each student has identified an artist that inspires them, they will be required to conduct some research. Students will examine two works of art created by the artist. When analyzing these pieces of art, students will need to communicate what they admire about the artist’s style and approach to the elements and principles of design. When students have completed their analysis of each work of art, they will create their own art piece that emulates some aspect of the art produced by the artist who inspires them.

**The Success Criteria and Design Process**

1. Identify one artist who inspires you. You may select a historical or contemporary artist. You may need to do some research if you are uncertain of who to select. Consider choosing an artist we have learned about this year.
2. Select TWO works of art by the artist that you feel comfortable examining.
3. Write a short analysis of each work of art that you selected in step 2.

* Each analysis should be a min. of one paragraph, typed, and double-spaced.
* Each analysis should have a min. of 7-10 sentences.
* As you examine each work of art, identify what aspects of the artist’s style/technique that you admire and why you like the way the artist applies some of the elements and principles of design.
* Include a photo and credit line for each work of art that you examine. Here is an example of a credit line:

Francisco Goya, *The Third of May*, 1808, 1814, Oil on canvas, 2.64x 3.43, Museo del Prado.

1. Brainstorm ideas and mediums for a work of art that you can create that somehow emulates an aspect of the artist’s style. \*Note: If you are considering creating a clay sculpture, please know that we will not have enough time for you to fire it in the kiln. Consider making a wire sculpture or one using recycled materials.
2. Select one art idea that you feel comfortable moving forward with and begin planning your concept. Please complete at least 1-2 full page rough sketches of your concept.
3. Create your work of art! You will have two full weeks to complete this final piece. Use your time wisely.

**AVI3M CPT Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 1 | Level 2 | Level 3 | Level 4 |
| ***Knowledge & Understanding*** *(20%)*  *-The student’s final work of art for the course demonstrates a strong understanding of the elements and principles of design.* | -demonstrates a limited understanding of the elements and principles of design | -demonstrates some understanding of the elements and principles of design | -demonstrates a considerable understanding of the elements and principles of design | -demonstrates a thorough understanding of the elements and principles of design |
| ***Thinking & Inquiry*** *(20%)*  *-The student uses his or her critical thinking skills with a high degree of effectiveness when examining what aspects of the artist’s style that they admire and respect.*  *-The student’s rough sketches demonstrate strong planning skills.* | -uses critical thinking skills with limited effectiveness  -demonstrates few planning skills | -uses critical thinking skills with some effectiveness  -demonstrates some planning skills | -uses critical thinking skills with considerable effectiveness  -demonstrates good planning skills | -uses critical thinking skills with a high degree of effectiveness  -demonstrates strong planning skills |
| ***Communication*** *(20%)*  *-The student organizes and expresses his or her analysis of each work of art with a high degree of effectiveness. Each analysis is in paragraph format and contains few or no errors with regard to spelling, grammar, and punctuation.* | -expresses and organizes written work with limited effectiveness | -expresses and organizes written work with some effectiveness | -expresses and organizes written work with considerable effectiveness | -expresses and organizes written work with a high degree of effectiveness |
| ***Application*** *(40%)*  *-The student applies their chosen medium with a high degree of effectiveness.*  *-The student’s final piece is reminiscent of at least one aspect of their chosen artist’s style.* | -applies their chosen medium with limited effectiveness  -applies an aspect of their chosen artist’s style with limited effectiveness | -applies their chosen medium with some effectiveness  -applies an aspect of their chosen artist’s style with some effectiveness | -applies their chosen medium with considerable effectiveness  -applies an aspect of their chosen artist’s style with considerable effectiveness | -applies their chosen medium with a high degree of effectiveness  -applies an aspect of their chosen artist’s style with a high degree of effectiveness |

Descriptive feedback /20