RUBRIC FOR EXTRAORDINARY MOVIE POSTER

NAME:
CLASS PERIOD:

	4	3	2	1
Engagement: **Evidence of class participation and a willingness to experiment and take risks.** **SWE 4.1**	Student regularly participates in class discussions and is always focused and prepared for class. Student is self-motivated and never needs to be reminded to stay on task.	Student participates in class discussions, and is usually focused and prepared for class. Student works hard and meets all required deadlines.	Student rarely participates in class discussions and is not always focused. Student often has his/her phone out, needs reminders to stay on task, and leaves work until the last minute.	Student never participates in class discussions and usually has his/her phone out or is easily distracted or unprepared for class. Student is unmotivated to finish work on time.
Invention: **Solve problems and think creatively as an artist.** **SWE 4.0**	Student's work shows evidence of inventive narrative and unexpected image choices that create suspense or peak curiosity in the viewer. Student utilized effective fonts, and created a successful title and tagline.	Student's work shows evidence of appropriate decision-making: the object is placed within a new context, and relevant images and fonts are utilized. Student created a cohesive poster.	Student's work shows evidence of an effort, but the final poster lacks a cohesive idea. Artistic choices are somewhat unoriginal and unplanned.	Student's final work is disorganized and the images and text are unrelated. Student has difficulty communicating a narrative or idea in the movie poster.
Execution: **Employs a variety of media and techniques to make communication appropriate to audience and purpose.** **SWE 1.1**	Work shows evidence of experimentation with, and skillful use of, a wide variety of Photoshop tools, including blending options, filters, and variations. The different layers create one seamless image.	Work shows evidence of proper use of Photoshop tools and techniques, including blending options, filters, and variations. The elements of the poster are arranged well, but the separate layers are fairly noticeable.	Work shows evidence of an effort, but minimal Photoshop tools were used, and the final product looks rough. The various layers do not blend well and lack thoughtful arrangement.	Work shows little evidence of utilizing Photoshop tools. The work does not combine multiple images and fonts and the final work reflects little effort.
Communication: **Expression of idea or feeling created in artwork.** **SWE 4.1**	Student's work successfully markets a movie, using an ordinary object to peak the viewer's interest, build suspense, and capture attention. The title and tagline are strong, creating a connection to the viewer.	Student's work transforms an ordinary object into something extraordinary and uses it to market a movie. The images used peak interest in the viewer, and the choice of title and tagline are strong.	Student's work shows evidence of effort, but the poster does not fully capture viewers' attention. The title and tagline are weak, and these, as well as the images, do not create a connection to the viewer.	Student's work does not show any relationship between the object, title, and tagline. The poster is confusing, and no connection is made to the viewer.
Reflection: **Ability to reflect on artwork and identify strengths and weaknesses.** **CE 5.2**	Student offers thoughtful insight into his/her artistic intent, and identifies alternative design approaches that he/she may have taken. The explanation is thorough and clearly organized.	Student offers a straightforward explanation of artistic intent and process, and identifies some strengths and weaknesses within the work.	Student offers a brief explanation of how he/she created his/her poster. The description is minimal and basic.	Student offers no explanation of artistic intent and how he/she created his/her poster.
Points:				
			Total Grade:	