

Name: _____

Feldman's Criticism Rubric

Photography 1

Objective:	1	2	3	4	Score
Description	Student makes a poor and detailed description of the elements and principles of design seen in the artwork. Student uses few or no descriptive adjectives and words as if the listener could draw the artwork according to what was written. Student provides no copy of the image.	Student makes a fair description of the elements and principles of design seen in the artwork. Student does not use many descriptive adjectives and words as if the listener could draw the artwork according to what was written. Student provides a black and white of the image.	Student makes a good description of the elements and principles of design seen in the artwork. Student uses a fair amount of descriptive adjectives and words as if the listener could draw the artwork according to what was written. Student provides a color copy of the image.	Student makes an exemplary and detailed description of the elements and principles of design seen in the artwork. Student uses descriptive adjectives and words as if the listener could draw the artwork according to what was written. Student provides a color copy of the image.	
Analysis	Student makes a poor analysis of the artwork by examining the relationships between the different Elements of Art and the Principles of Design.	Student makes a fair analysis of the artwork by examining the relationships between the different Elements of Art and the Principles of Design.	Student makes a good and detailed analysis of the artwork by examining the relationships between the different Elements of Art and the Principles of Design.	Student makes an exemplary and detailed analysis of the artwork by examining the relationships between the different Elements of Art and the Principles of Design.	
Interpretation	Student finds it difficult to interpret any meaning in the work.	Student can relate how the work makes him/her feel personally. Does not give evidence from artwork, does not talk about the symbolic meaning of the artwork.	Student identifies the literal meaning of the artwork. Gives a partial interpretation of symbolic meaning with some evidence from the artwork.	Student forms a reasonable hypothesis about the subject matter and the symbolic or metaphorical meaning of the artwork and is able to support this with evidence from the artwork. Explains why the artist made the choices he/she did.	
Judgment	Student locates the work in an art historical context. Student evaluates work as good or bad based on personal taste only. Student doesn't comment on what the artist was trying to communicate. Student does not explain whether or not the artwork is successful.	Student locates the work in an art historical context. Student tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately. Does not explain whether or not the artwork is successful.	Student locates the work in an art historical context. Student uses 1-2 criteria to judge the artwork. Tells whether the artwork is successful or not and talks about what the artist was trying to communicate but could be clearer.	Student locates the work in an art historical context. Student uses multiple criteria to judge the artwork, such as composition, creativity, design, communication of ideas, successfulness of the image. Talks about what the artist was trying to communicate and gives clear reasons.	