

**Unit 2B Rubric For:**

***Gestalt—Shape, Balance, Rhythm, Unity: Assignments 3, 4 and 5***

<b>Criteria/Task</b>	<b>Beginning</b> 0–6 points	<b>Developing</b> 7–8 points	<b>Competent</b> 9–10 points
<i>Student makes six finished compositions using squares that expressively reflect: Order, Increase, Bold, Congested, Tension, and Playful. The compositions exhibit the formal role of Gestalt theory.</i>	Student seems to have little or no clear understanding of the Gestalt principles presented in the assignment as evidenced by the project. The student’s finished studies may display the Gestalt principles and visual elements, but there may be little or no clear articulation of intent and understanding. Or student submitted too few examples.	Student has a fairly clear understanding of the Gestalt principles presented in the assignment as evidenced by the project. The student’s finished studies display most of the Gestalt principles and visual elements they see in both designs and defined intention and explanation of the terms, though somewhat brief or lacking in clear detail.	Student has a clear understanding of the Gestalt principles and theory presented in the assignment as evidenced by the project. The finished studies display all of the Gestalt principles and visual elements the student sees in both designs and give clear and intentional explanation of the terms and the usage of the principles.
	0–6 points	7–8 points	9–10 points
<i>Student selects two designs from outside source: one exhibiting “good Gestalt” and one “bad Gestalt”. Student makes studies that alter the two designs—with an insight into how the Gestalt principles are being used. Student presents studies to reflect and critique.</i>	Student has little understanding of the Gestalt principles presented in the assignment as evidenced by the selection of “good” and bad” designs. The sketches made and the reasons and intentions for altering given during critique are not clear or are lacking entirely. There is little evidence that they have an understanding of Gestalt principles.	Student has a fairly clear understanding of the Gestalt principles presented in the assignment as evidenced by the selection of “good” and bad” designs. The sketches made and the reasons and intentions for altering given during critique are not as clearly articulated though there is some understanding. There is evidence they are beginning to have a somewhat critical eye and understanding of Gestalt principles.	Student has a clear understanding of the Gestalt principles presented in the assignment as evidenced by the selection of “good” and bad” designs. The sketches made and the reasons and intentions for alterations as given during critique are clearly articulated. There is evidence they are developing a critical eye and understanding of Gestalt principles.
	1–2 points	3 points	4–5 points
<i>Student discusses their work in a group setting focusing on: What principles and elements they see in use; What that they may have missed; How the use of the principles and elements in their “good” examples makes them successful as designs; How the principles and elements can be used to improve the problems they see in the “bad” designs. Student then revise the “bad” design.</i>	Student is beginning to be able to provide some insight based on evidence as presented in the various student examples. Or student offers an idea for what may improve the design. Or student may discuss a few principles and elements they see (or do not see). Student may need prompting on vocabulary use.	Student is able to provide some pertinent insight based on evidence as presented in the various student examples. Or student offers brief ideas for what may improve the design. Or student may discuss a few principles and elements they see (or do not see). Student may need prompting on vocabulary use.	Student is able to provide pertinent insight based on evidence as presented in the various student examples. Student offers abundant information freely and offer thoughtful insights and suggestions for changes that may improve the design. Student discusses principles and elements they see (or do not see) using vocabulary from the Unit.