



Grade 6: Visual Art

Creating a T-shirt Design

- **Alberta Art Education Curriculum Component:** Reflection, Composition, and Expression.
- **Alberta Art Education Specific Concept (learning outcome):** 1-3, 7-9, and 10 (ii) A-E.

APPLICATION:

Your task is to create your own t-shirt! With that note, this t-shirt has the possibility to be used as a new design for our school. Before the term is over, we will vote on a t-shirt – now's your chance to make a difference. By using your own creative mind, you will create your own design promoting EIA. Your design may possibly be used to promote positive energy and support all teams, activities, and students at EIA.

Your tasks:

1. You are responsible to design your own t-shirt;
2. Complete a student reflection.

CRITERIA:

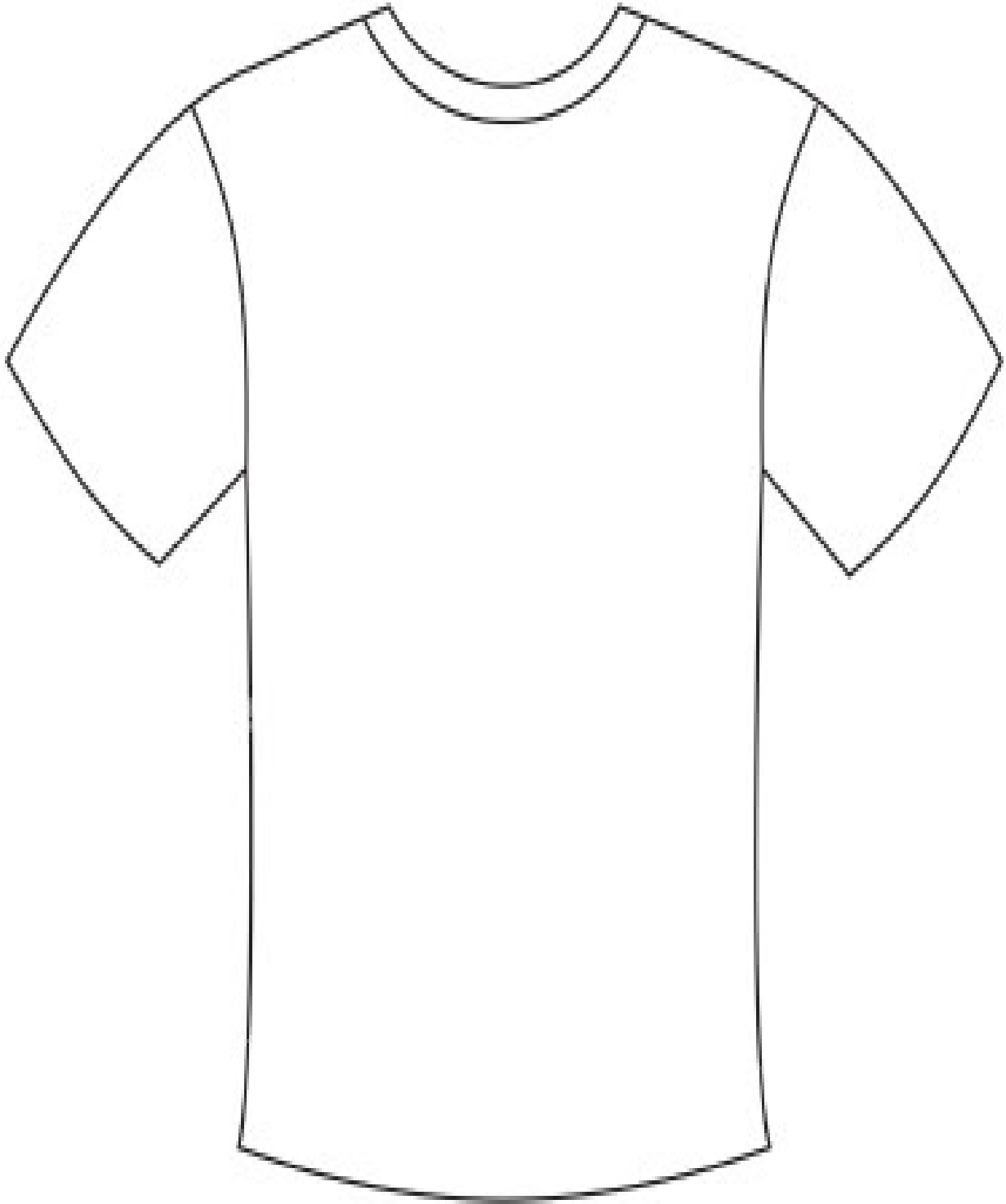
- Your t-shirt must have a **clear focus to the design!** Remember to create a focal point using leading lines, or the subject in the focal point could be framed by say an explosion, or you could create a drop shadow behind the focal point to create depth and intrigue! So many possibilities!
Remember not to clutter the area around the focal point. Give that area "room to breathe!"
- Remember that **contrast** is one of the best ways to make something stand out.

RULES:

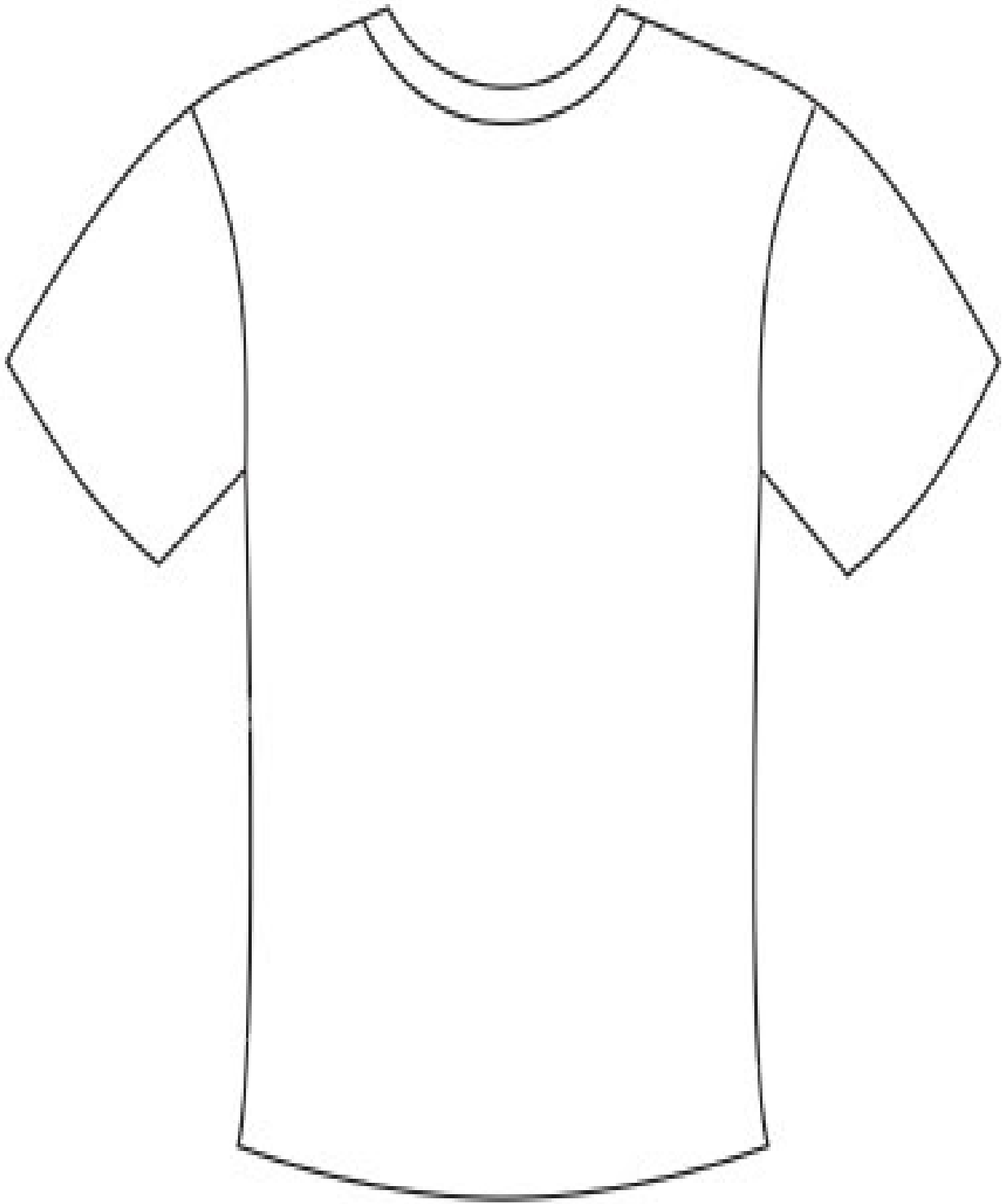
- Cannot include any brand names! NO BRAND NAMES!
- Cannot include images of celebrities, or bands or any copyrighted characters (Shrek, Mickey Mouse, etc)
- Must be your ORIGINAL DESIGN!!
- You must have at least 5 elements (graphics, etc) – not simply a sentence on a shirt.
- You cannot insult anybody
- Must be appropriate content

(Nothing offensive, if you have to ask if it is appropriate it is most likely not)





T-Shirt Design: Front



T-Shirt Design: Back



Grade 6: Visual Art

Creating a T-shirt Design

Date: __/__/____(dd/mm/yyyy)

Term: 1 2 3

Name: _____

Assessment type: D F S

Overall: Mark//Level: __//__; Class Average: __ Parent Signature: _____

Level	Excellent Level 4	Proficient Level 3	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
DEPICTION: ACTIONS AND VIEWPOINTS -- Design Effort design effort is creative/original and demonstrates understanding of the assignment (_ /1)	-very creative/original design -goes beyond the assignment requirements	-creative/original design -demonstrates good understanding of the assignment	-somewhat creative/original design - demonstrates fair understanding of the assignment	-lacks creative/original design -doesn't demonstrate understanding of the assignment	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
COMPOSITION: UNITY Color/Pattern use of color and, where applicable, pattern overall effect attractiveness of T-shirt (_ /2)	- excellent use of color/pattern -T-shirt is very attractive...I'd wear it!	- good use of color/pattern -T-shirt is attractive	- fair use of color/pattern -T-shirt is fairly attractive	-poor use of color/pattern -T-shirt is not attractive	
EXPRESSION: PURPOSE 5 -- Use of logo application of logo to T-shirt design (_ /1)	-creative use or placement of logo adds to the overall design of the T-shirt	-logo is decipherable	-logo is too small or is otherwise undecipherable	-logo is missing	
Days Late (_ /1)	0	1	2	3++	--Not Hand In

Teacher's Comments – Area for Growth and Action Plans (if below “level 2”):

Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.



Grade 6

Rubric for Student Reflections: _____

Date: __/__/____(dd/mm/yyyy)

Term: 1 2

Name: _____

Assessment type: D F S

Overall: Mark//Level: __//__ ; Class Average: __ Parent Signature: _____

Criteria \ Level	Excellent Level 4	Proficient Level 3 79% 72% 65%	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
Reflective Thinking (_/2)	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process..	The reflection does not address the student's thinking and/or learning.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Analysis (_/1)	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.	
Making Connections (_/1)	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences	
Days Late (_/1)	0	1	2	3++	--Not Hand In

Teacher's Comments – Area for Growth and Action Plans (if below “level 2”):

Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.