Art Piece Rubric

What’s the Story You Want to Tell?

*LEARNING INTENTION:*

* *Students will choose a message to convey about a contemporary issue and will produce an art piece to represent that message.*
* *Students will create an art piece that “tells a story” about their selected contemporary issue of disenfranchisement.*

*SUCCESS CRITERIA:*

* *Students will explain how disenfranchised peoples have used art as a form of resistance.*
1. You have an opportunity to create an art piece that “tells a story” about a contemporary issue of disenfranchisement.
2. Refer to the document, “1619 Project Days 4-5 Art Piece Plan” for your initial plan. [[.pdf](https://1619education.org/sites/default/files/2024-04/1619%20Project%20Days%204-5%20Art%20Piece%20Plan%20-%20What%27s%20the%20story%20you%20want%20to%20tell_%20.pdf)][.[docx](https://1619education.org/sites/default/files/2024-04/1619%20Project%20Days%204-5%20Art%20Piece%20Plan%20-%20What%27s%20the%20story%20you%20want%20to%20tell_%20.docx)]
3. The art you create will be assessed according to the rubric below.

| Concerns Areas that Need Work | CriteriaStandards for This Performance**The art piece….** | AdvancementsEvidence of Exceeding Standard |
| --- | --- | --- |
|  | … demonstrates understanding of disenfranchisement and resistance. |  |
|  | … demonstrates understanding of Harriet Powers’ use of art to resist and communicate. |  |
|  | … demonstrates understanding of the connections between Harriet Powers’ resistance and a contemporary issue of disenfranchisement.  |  |
|  | … uses evidence from the world today to support conclusions about an issue of disenfranchisement.  |  |