Art Appreciation S1 Final: Semester Synthesis Board

Art Appreciation · Semester 1

At a glance:

Final: Tuesday January 5, 2027, P7, 13:30–14:15, in class

Weight: Existing semester-final category, 20% on both tracks

Brief and criteria: Issued December 23

Preparation: Theme workshop December 23; inventory January 4 P4; board workshop and paired defense January 5 P6

Break allowance: Three to four hours total for research, image selection and argument planning

Output: One individual comprehensive board, source captions and a concise written argument

Objectives:

Develop a question that connects material across the semester. Make a reasoned selection, use the arrangement of images to develop an argument, and defend the relationships with evidence.

Description:

Create a **comprehensive board on a theme or question of your own**. Use material from across the semester, including earlier units, to make an argument that a viewer can follow through the selection and arrangement. Bring works into a relationship that helps answer the question. Include evidence that tests or limits your position.

Choose enough material to develop the inquiry across the course. A collection of favorites or a summary of only the latest unit will not meet the comprehensive requirement. You may use earlier class work, readings, artworks, photographs and film material. Identify and credit each source. Distinguish a work from a reproduction or later use when the difference matters.

Write a concise argument explaining the board's claim, the relationships that support it and a question or difficulty it leaves unresolved. Be ready to explain and defend your choices during the final. No particular theme or opinion is required, and three works that changed your looking are no longer the compulsory starting point.

Guide:

Use December 23 to frame a question and test possible works. Across the break, allow **three to four hours in total** for research, selection and planning. No new unit reading is assigned over the break. January 4 is for a semester inventory in relation to your theme; January 5 P6 is for developing the board and rehearsing a defense with a partner.

The assessed completion and submission are **January 5 P7, 13:30–14:15**. The paired P6 discussion is preparation. The teacher will ask a brief individual question during P7 to record your own reasoning while the class completes its boards and arguments.

The January 6 feed investigation and January 8 closing reflection are formative work after the final. They are not evidence you must anticipate for this assessment. The class will review the boards and consider one or two questions that could inform later Semester 2 units.

Rubric:

The five criteria are equally weighted. Existing program category weights and the current course grading contract apply.

Selection and semester range

- **Perceptive:** A purposeful range across the semester tests a precise student-chosen question, including a difficult or contrasting case.
- **Convincing:** Well-chosen material across earlier and later units supports a clear inquiry.
- **Competent:** Relevant selection, although course range or its contribution to the question is uneven.
- **Partial:** Material is selected mainly by preference or from a narrow part of the course.
- **Undeveloped:** Arbitrary or incomplete selection gives little basis for the inquiry.

Adjacency reasoning

- **Perceptive:** Specific relationships develop the claim and preserve a consequential tension.
- **Convincing:** Relationships are specific and develop the argument.
- **Competent:** Connections are accurate but sometimes general.
- **Partial:** Groups images by theme or resemblance with little argument.
- **Undeveloped:** Connections are absent or unsupported.

Layout legibility

- **Perceptive:** Selection, distance, grouping and sequence make the argument visible without relying on the prose to supply every connection.
- **Convincing:** The argument becomes clear through attentive looking.
- **Competent:** An order is visible; some relationships need explanation.
- **Partial:** Reads mainly as a collection.
- **Undeveloped:** No argument can be followed.

Written argument

- **Perceptive:** Sustains a qualified claim, explains the evidence and addresses what remains unresolved.
- **Convincing:** Develops a clear, supported claim with a relevant qualification.
- **Competent:** States a claim and supports part of it; qualification is limited.
- **Partial:** Summarizes material rather than developing an answer.
- **Undeveloped:** Little sustained reasoning or evidence.

Defense of choices

- **Perceptive:** Explains choices with specific evidence, responds to a challenge and identifies what would justify revision.
- **Convincing:** Defends the choices and responds to a relevant challenge with reasons.
- **Competent:** Explains the choices, but gives limited evidence when challenged.
- **Partial:** Describes choices with little justification.
- **Undeveloped:** Does not establish reasons for the choices.

Printable brief: Download the complete brief and rubric.