

ILLUSTRATIVE LEARNING/ASSESSMENT ACTIVITIES WITH SCORING DIMENSIONS

The following sample learning/assessment activities are intended to illustrate how the standards may be taught and assessed in a classroom. Some of the instructional and assessment sequences emphasize a particular content standard; others are deliberately designed to address multiple content standards. Opportunities for assessment are provided within each instructional sequence. Collectively, these activities are designed to demonstrate the following important principles:

- Series of well-designed instructional activities typically address more than one standard. While it is often desirable to break instruction into discrete chunks to focus on specific skill or knowledge areas, the most interesting and effective instruction recognizes and exploits the fact that the standards are interrelated. As pointed out in the common introduction to this chapter, having students carry out several steps of an artistic process necessarily addresses several content standards. This enables teachers to cover, and students to make connections among, broader ranges of learning. [Note: Although each illustrative activity requires students to apply learning from many, if not all, of the content standards, only those content standards which are actually *assessed* are listed.]
- Opportunities for assessment grow naturally out of well-designed sequences of instruction, rather than occurring as add-ons after the end of such a sequence. Such assessments, which are built into instructional sequences, often are referred to as “embedded” assessments.
- The dimensions of assessment (attributes of the student work which are assessed) always should be linked to, and derive naturally from, the content and performance standards that the instructional sequence is designed to address. In other words, what is assessed should be what teachers had hoped that students would learn.

The following table is designed to assist readers in finding illustrative learning/assessment activities for particular content standards and grade levels. A teacher looking for an example of how content standard 3 might be addressed at Grade 8 should find the number 3 in the Content Standard column, then follow that row over to the Grade 8 column to find the letter(s) of the learning assessment activity(s). Each illustrative learning/assessment activity is presented in alphabetical order.

GUIDE TO FINDING ILLUSTRATIVE ACTIVITIES AT DIFFERENT GRADE LEVELS

Content Standard	Illustrative Learning Activities		
	Grade 4	Grade 8	Grade 12
1	D	B, D	C, D
2	D, E	B, D, E	C, D, E
3	A, D, E	B, D, E	D
4	A	D	
5	D, E	B, D, E	C, D, E
6		B	E

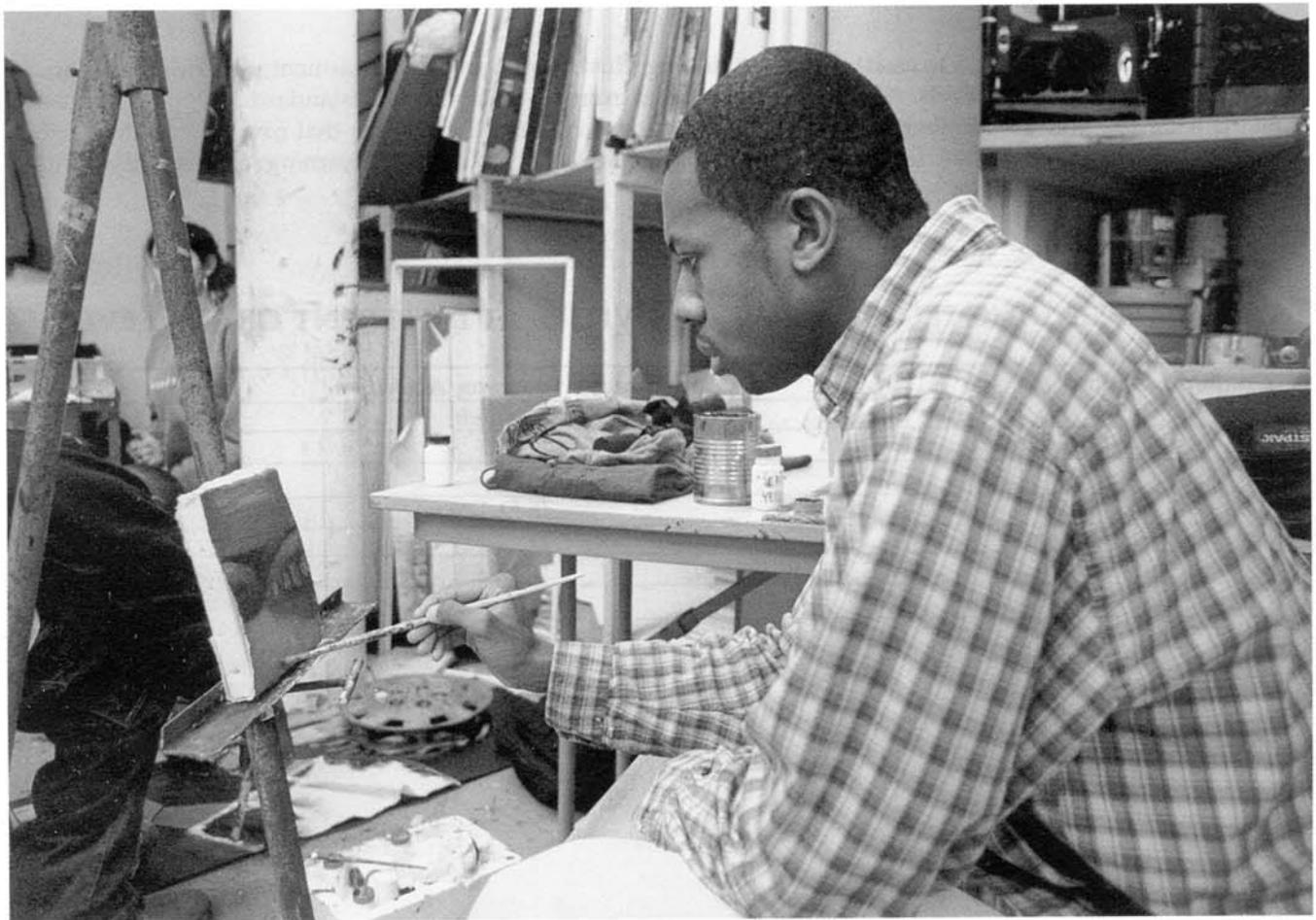
Illustrative Learning/Assessment Activity A (Grades K-4)

- Content Standard 4:** Students will understand the visual arts in relation to history and cultures.
- Performance Standards:**
- recognize that the visual arts have a history and a variety of cultural purposes and meanings
 - identify specific works of art as belonging to particular styles, cultures, times and places
- Content Standard 3:** Students will consider, select and apply a range of subject matter, symbols and ideas.
- Performance Standards:**
- discuss a variety of sources for art content
 - select and use subject matter, symbols and ideas to communicate meaning

Learning Activity for Content Standard 4. Students examine and discuss exemplars of ancient Mexican art, Mexican folk art and the art work of a contemporary Spanish artist. The use of symbols in the art works is analyzed and the meaning of the symbols in the particular works discussed. During the discussion, the teacher emphasizes the ways in which the symbols represent important ideas for the artist (e.g., family, religion, work, celebration or death). The students then are asked to identify and describe in writing the symbols in a set of ancient, folk and contemporary Mexican prints selected by the teacher.

Learning Activity for Content Standard 3. Students choose an idea which is important to them in their own lives and create a set of six symbols to represent this idea. Next, the students create an artistic work which incorporates at least four of these symbols to communicate their idea.

(NOTE: See assessment criteria and rubric for Activity A on page 135.)



ASSESSMENT CRITERIA AND RUBRIC FOR ACTIVITY A

	Creates Symbols	Applies Symbols	Applies Elements and Principles
Advanced Student's mastery substantially exceeds the objective	Six artistic symbols are created.	There is substantial evidence of the incorporation of the chosen theme and the symbols contribute to the cohesiveness of the entire piece.	A range of artistic strategies (elements and principles of design) is incorporated.
Proficient Student has mastered the objective	Four or five artistic symbols are created.	Symbols incorporated in the work are representative of a concept or human activity and there is evidence of incorporation of this theme, i.e., repetition or single use of symbols. However, they do not contribute to the cohesiveness of the piece.	Several artistic strategies (elements and principles of design) are incorporated.
Basic Student is progressing, but hasn't mastered the objective	Two or three artistic symbols are created.	There is no evidence of the application of symbolism as discussed, i.e., no repetition of symbols or single use that contributes to a cohesive whole.	Few artistic strategies (elements and principles of design) are incorporated.

Illustrative Learning/Assessment Activity B (Grades 5-8)

- Content Standard 1:** Students will understand, select and apply media, techniques and processes.
- Performance Standard:**
- c. use different media, techniques and processes (two-dimensional and three-dimensional, including media/technology) to communicate ideas, feelings, experiences and stories
- Content Standard 2:** Students will understand and apply elements and organizational principles of art.
- Performance Standards:**
- a. use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas
 - b. recognize and reflect on the effects of arranging visual characteristics in their own and others' work
 - c. select and use the elements of art and principles of design to improve communication of their ideas
- Content Standard 3:** Students will consider, select and apply a range of subject matter, symbols and ideas.
- Performance Standard:**
- b. consider and compare the sources for subject matter, symbols and ideas in their own and others' work
- Content Standard 5:** Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
- Performance Standards:**
- b. describe and analyze visual characteristics of works of art using visual arts terminology
 - d. describe their own responses to, and interpretations of, specific works of art
 - e. reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, content)
- Content Standard 6:** Students will make connections between the visual arts, other disciplines and daily life.
- Performance Standard:**
- a. compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context

THEME OF LEARNING ACTIVITY: CREATING AN ABSTRACT SPORTS PAINTING

Learning Activity for Content Standards 2 and 5. Students discuss abstraction in art and – using the work of William Johnson, Jacob Lawrence and Henri Matisse as reference material – they compare use of color, plane and pattern in the artists' abstract figural work. After the discussion, students note in various ways (journal, sketch, chart) the similarities and differences in the work of the above artists.

Learning Activity for Content Standard 3. Next, students brainstorm various ways that sports figures are represented in space, color or patterning (e.g., crowds in stands, basketball players defending the basket, etc.). They extend the idea further by examining a range of sports photographs.

(continued)

Learning Activity for Content Standards 1, 2, 3 and 6. Students choose one sports activity and “web” various activities in the sport. They then compile resources for the development of their own painting (photos from magazines, newspapers, etc.). Drawing on this reference material, students apply the ideas of abstraction discussed previously by bringing a realistic drawing of their chosen sports activity to the abstract stage through a series of drafts. A “web” is a way of visually organizing ideas in which students brainstorm ideas; write words to represent those ideas, such as on the board; and use lines to show interconnections between related ideas.

Learning Activity for Content Standard 5. The students’ paintings then are exhibited and the students – through process form, journal form or critique – evaluate their own paintings and those of others, in relation to criteria, including the abstraction of the form (reminiscent of the work of the artists studied) and the use of the principles of art: movement, repetition of pattern, emphasis, color, shape and space.

Illustrative Learning/Assessment Activity C (Grades 9-12)

- Content Standard 1:** Students will understand, select and apply media, techniques and processes.
- Performance Standards:**
- a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
 - b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- Content Standard 2:** Students will understand and apply elements and organizational principles of art.
- Performance Standards:**
- a. judge the effectiveness of different ways of using visual characteristics in conveying ideas
 - b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual arts problems
- Content Standard 5:** Students will reflect upon, describe, analyze, interpret and evaluate their own and others’ work.
- Performance Standard:**
- d. apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of arts

Background. The students complete a series of lessons on different perspective types: one-point, two-point, aerial, atmospheric and overlapping. They study the use of perspective in various art works by established artists.

Learning Activity. Students view and discuss the “figure” in works of art, including photos of figures in perspective and artworks by Charles White, Philip Pearlstein, Antoine Wetter, Albrecht Durer and Mark Fredrickson. They examine “foreshortening” in drawings and the technique of how to achieve the perspective effect. Students then use acetate to draw a figure in perspective, using the method of Albrecht Durer, and critique the finished work.

Next, students draw from life, figures in a variety of perspective poses (up in the air, lying down, from above, from below). When the series of figure drawings is complete, the students write an account of the perspective problems they encountered during this task (relating directly to their own figure drawings) and how they attempted to solve them. Their writing should include appropriate use of art terminology and references to the general approaches of, and specific works by, established artists.

Possible Extension. Use the computer to change, distort and abstract various perspectives.

Illustrative Learning/Assessment Activity D (At Three Grade Levels)

(It is possible to adapt an idea for an instructional unit to address standards at different grade levels by altering the level of prior knowledge, skill and thinking involved. The following examples demonstrate how this might be accomplished.)

- Content Standard 1:** Students will understand, select and apply media, techniques and processes.
- Content Standard 2:** Students will understand and apply elements and organizational principles of art.
- Content Standard 3:** Students will consider, select and apply a range of subject matter, symbols and ideas.
- Content Standard 4:** Students will understand the visual arts in relation to history and cultures.
- Content Standard 5:** Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
- Content Standard 6:** Students will make connections between the visual arts, other disciplines and daily life.

Painting a landscape. Students will examine collectively, as a class, several landscape paintings of various styles and historical periods. After teacher-directed discussion of expressive and technical qualities of a landscape painting (foreground, middle ground, background, horizon, line, perspective, application of paint methods and techniques, color, and the use of art elements and principles of design as they relate to the composition), students will create their own landscape paintings. They will communicate their ideas through preliminary sketches, written description and discussion, and research and compile visual resources (photos and examples of paintings which include similar land forms and architectural details). They will also map out the technical sequence and methodology they will use in order to achieve the desired effects. Completed works will be exhibited with statements from each artist, and the class will participate in a critique.

Extension to architecture. An extension of the landscape activity to address architecture and the built environment, still focusing on the same student standards, is presented on page 140.

