

## New York State Student Learning Objective: Art 2<sup>nd</sup> Grade

All SLOs MUST include the following basic components:

<b>Population</b>	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>Five sections of Second Grade Art Students, heterogeneously grouped, 125 students</p>
<b>Learning Content</b>	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>New York State Learning Standards for the Arts</p> <p>STANDARD 2: Knowing and Using Arts Materials and Resources</p> <p>(b) develop skills with electronic media as a means of expressing visual ideas</p> <p>CCLS, ELA, Integration of Knowledge and Ideas, Grade 2</p> <p>7. Use information gained from the illustrations and/or words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
<b>Interval of Instructional Time</b>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>One, 40 minute class period, a week for the 2012-2013 academic school year.</p>
<b>Evidence</b>	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p>Pre-Assessment: Initiating Activity, "Why are we in the computer lab for Art?" (appendix A)</p> <p>Summative Assessment: "Digital Landscapes" Rubric (appendix B)</p>
<b>Baseline</b>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>45% of the students were able to use the computer effectively to create a piece of art that expressed an idea:</p> <p>20% scored 1, 35% scored 2, 30% scored 3, 15% scored 4.</p>

<b>Target(s)</b>	<p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</p> <p>80% of the students will be able to effectively use available art materials and resources to create works of Art indicated by a rubric score of 3 or 4 (attached).</p>																				
<b>HEDI Scoring</b>	<p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</p> <p>These targets are based on the baseline data and district history.</p>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	99-100	97-98	95-96	92-94	88-91	85-87	82-84	79-81	76-78	73-75	71-72	68-70	64-67	60-63	57-59	53-56	49-52	45-48	40-44	30-39	<30 %
<b>Rationale</b>	<p>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</p> <p>NYS Learning Standards for the Arts, Visual Arts, Elementary</p> <p>Students will know and use a variety of visual arts materials, techniques, and processes to create visual art.</p> <p>Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media).</p> <p>Students will be aware of vocational options available in the visual arts.</p>																				

## Appendix A

### **Initiating Activity (developed by Jennifer Skiff)**

“Why are we in the Computer Lab for Art?”

- Students will use the computer lab to express an idea visually using the “Tux Paint” software designed for elementary age students.
- The students will have one, 40 minute session to develop an idea and visually express it on the computer.
- All students will print their artwork and it will be used to evaluate/define the baseline.

Appendix B

**Digital Landscapes Rubric (Developed with Rubistar)**

CATEGORY	4	3	2	1	Score
Use of Computer Software	Student is highly effective at using the software program "Tux Paint" to create a Digital Landscape.	Student is effectively able to use the software program "Tux Paint" to create a Digital Landscape	Student is moderately able to use the software program "Tux Paint" to create a Digital Landscape.	Student is unable to use the software program "Tux Paint" to create a digital Landscape.	
Design/Composition	Student applies elements of design (line, color, shape, and space) with great skill.	Student applies elements of design (line, color, shape, and space) with fair skill.	Student tries to apply elements of design (line, color, shape, and space) but the overall result is not pleasing.	The student does not appear to be able to apply any elements of design to his/her own work.	
Time/Effort	Class time was used wisely. Much time and effort went into the planning and design of the landscape.	Class time was used wisely.	Class time was not always used wisely.	Class time was not used wisely. Work is not complete.	
Planning and Explanation	Student can describe in detail at any point during the process how s/he envisions the final product and how they intend to reach their goal. Very focused and goal-oriented.	Student can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with some planning.	Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let's things evolve in somewhat random manner.	Student has thought very little about the project. Is present but is not invested in the product.	
Knowledge Gained - Technique	Student can accurately name 3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own landscape.	Student can accurately name 2 characteristics of the technique being studied and describe how these 2 characteristics are used in his/her own landscape.	Student can accurately name 1 characteristic of the technique being studied and describe how 1 of these characteristics is used in his/her own landscape.	Student cannot accurately name any characteristics of the technique being studied OR cannot describe how characteristics relate to his/her own work.	

Creativity	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting.	Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.
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