

New York State Student Learning Objective: **Art 6th Grade**

All SLOs MUST include the following basic components:

Population	<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.</i></p> <p>4 sections of heterogeneously grouped 6th grade classes~ 110 students in a Title 1 middle school.</p>
Learning Content	<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>NYS Visual Arts Learning Standards*</p> <p>Standard <u>Arts 1</u>: Creating, Performing and Participating in the Arts</p> <p>Students will actively engage in the processes that constitute creation and participate in various roles in the arts.</p> <p>Key Idea: <u>ARTS1.VA.4</u>:</p> <p>Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.</p> <p>Academic Level: Intermediate</p> <p>Performance Indicator - ARTS1.I.VA1B: Students know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art (b).</p> <p>Performance Indicator - ARTS1.I.VA1D: Students during the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings (d).</p> <p>Standard ARTS3: Responding to and Analyzing Works of Art</p> <p>Key Idea <u>ARTS3.VA4</u>: Students will reflect on, interpret and evaluate works of art, using the language of art criticism.</p> <p>Academic Level: Intermediate</p> <p>Performance Indicator: <u>ARTS3.I.VA3A</u>: Students discuss and write their analyses and interpretations of their own works of art and the art of others, using appropriate critical language.</p> <p>* cited from www.NYLearns.org</p> <p>NYS P-12 CCLS or ELA and Literacy</p>

	<p><u>College Career Readiness Anchor Standards for Writing:</u></p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p>Writing Standards (W)</p> <p>2. Write information/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Standards for Language (L)</p> <p>6. Acquire and use accurately grade-specific general academic and domain-specific phrases: gather vocabulary when considering a word or phrase important to comprehension or expression</p>
<p>Interval of Instructional Time</p>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>Semester: One 40 minute class every other day for 20 weeks, September 2012– January 2013 or January 2013 – June 2013</p>
<p>Evidence</p>	<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>Formative Assessment: The 6th grade end-of-the-year portfolio will be used to provide the data for the baseline assessment (district-wide rubrics were used to assess the work done in 6th grade).</p> <p>Summative Assessment: Students will create a drawing of a cupcake in the style of Wayne Thibeaud.</p> <p>Students will study the art work of Wayne Thibeaud. They will use a variety of sources to learn about his work. We will have reproductions of his work available to study and watch a video of Mr. Thibeaud creating a piece of art. This will give them a unique opportunity to hear the artist speak about the choices he makes as he creates his art. They will be able to see an artist at work, and be able to incorporate how he handles and applies the medium to create the illusion of volume using the elements of line and color. He is using a technique known as cross hatching with pastels. This is how he creates volume and mixes color. Students will use their knowledge of elliptical perspective to draw the cupcake. Color needs to be applied so that the image has volume and occupies space. A shadow needs to be properly added and shaded. A ground line needs to be added to establish figure and ground. Students need to complete the Reflections/Process Worksheet when they have completed the art work. Students with 504 plans and IEP's will receive the additional support they require to complete the Worksheet. Supplemental lesson materials are included in Appendix A</p>

<p>Baseline</p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>From 6th grade and the district-wide rubric:</p> <p>5% students at level 1</p> <p>25% students at level 2</p> <p>40% students at level 3</p> <p>30% students at level 4</p>																																																																																			
<p>Target(s)</p>	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>80% of the students will demonstrate mastery (level 4) as indicated by rubric. See Appendix B.</p> <p>All students can improve drawing and observational skills through guided practice. The Visual Arts program provides opportunities for all students experience success as they express and interpret ideas in a way that may not be possible for them (to achieve) in other academic areas.</p>																																																																																			
<p>HEDI Scoring</p>	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <table border="1" data-bbox="363 950 2016 1221"> <thead> <tr> <th colspan="3">HIGHLY EFFECTIVE</th> <th colspan="9">EFFECTIVE</th> <th colspan="5">DEVELOPING</th> <th colspan="4">INEFFECTIVE</th> </tr> <tr> <th>20</th><th>19</th><th>18</th> <th>17</th><th>16</th><th>15</th><th>14</th><th><u>13</u></th><th>12</th><th>11</th><th>10</th><th>9</th> <th>8</th><th>7</th><th>6</th><th>5</th><th>4</th><th>3</th> <th>2</th><th>1</th><th>0</th> </tr> </thead> <tbody> <tr> <td>99-100%</td><td>97-98%</td><td>95-96%</td> <td>92-94%</td><td>88-91%</td><td>85-87%</td><td>82-84%</td><td>79-81%</td><td>76-78%</td><td>73-75%</td><td>71-72%</td><td>68-70%</td> <td>64-67%</td><td>60-63%</td><td>57-59%</td><td>53-56%</td><td>49-52%</td><td>45-48%</td> <td>40-44%</td><td>30-39%</td><td><30%</td> </tr> </tbody> </table>																					HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE				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%
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<p>Rationale</p>	<p><i>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.</i></p> <p>The task for the SLO is consistent with the NYS Learning Standards, the District Curriculum and The Guiding Principles For The Arts K-12*. The writing assignments are consistent with the Common Core Learning Standards as well as the Action Plan developed by our BPT to raise student achievement and test scores. Students are using reference materials from multiple sources. They are also synthesizing information from a variety of formats- a video, paintings, and written reference information- to create a new, original art piece. This skill set</p>																																																																																			

is part of the 21st Century Skills and College and Career readiness training.

*An Article by David Coleman from www.EngageNY.com

Studying shading and form: the art of Wayne Thiebaud



Draw the cupcake using your knowledge of elliptical perspective. You may use the model cupcakes and the art work of Wayne Thiebaud as reference materials. Color needs to be applied so that the image has volume and occupies space. A shadow needs to be properly added and shaded. A ground line needs to be added to establish figure and ground.

Select the color media you think will be best - or used mixed media- in order to create a piece of art work in the style of Wayne Thiebaud's art work.

After you have completed the artwork, you may begin your Reflections/Process Worksheet.

Be sure to label all work with your full name and room number.

Appendix B

RUBRIC Cupcake Drawings

CATEGORY	4	3	2	1	Score
Cupcake rendering	Student is highly effective drawing the cupcake so that the form is well established. The application of elliptical perspective is clearly evident.	Student is effectively able draw the cupcake to establish form. The application is evident.	Student is moderately able to draw the cupcake to establish the form. Some areas of the cupcake look two-dimensional.	Student is unable to draw the cupcake to establish form. The drawing appears to be two-dimensional.	
Color application	Student applies elements of design (line, color,) with great skill. Areas of light and shadow create the illusion of volume are clearly evident and properly applied,	Student applies elements of design (line, color) with fair skill. The illusion of volume is evident.	Student tries to apply elements of design (line, color). Some areas of the cupcake indicate the illusion of volume.	The student does not appear to be able to create the illusion of volume through the application of color. There is no illusion of volume evident.	

Shadow rendering and placement	Student has demonstrated that the placement of the shadow is done with great skill. The direction of the light source is clearly indicated by the shading and the object appears to be placed on a flat surface.	Student has demonstrated that the placement of the shadow is done effectively. Either the object appears to be placed on a flat surface, or, the light indicated by the shading.	Student has demonstrated that the placement of the shadow is moderately effective indicated, but shading is not consistent with the direction of a light source. The object may not appear to be placed on a flat surface.	Student has demonstrated There is no shadow indicated. The object appears to be floating.	
Planning and Reflection	Student completed the entire worksheet in complete sentences. The student is able to clearly articulate the thought process that Wayne Thibeaud used in the video demonstration. Student demonstrates clear and strong evidence of planning for the project.	Student completed the entire worksheet. The student can articulate the thought process that Wayne Thibeaud used in the video demonstration. Student demonstrates evidence of planning for the project.	Student has completed most of the worksheet. The student is barely able to articulate the thought process that Wayne Thibeaud used in the video demonstration. Student demonstrates little clear evidence of planning for the project.	Student has not completed the worksheet, or the answers do not reflect the questions asked. Student cannot articulate the thought process for Wayne Thibeaud based on the video demonstration. Student does not show evidence of planning for the project.	
Technique/Influence	Student work demonstrates a very strong influence (visual connections) to the artwork of Wayne Thibeaud.	Student work demonstrates some influence (visual connections) to the artwork of Wayne Thibeaud.	Student work demonstrates little visual connection to the work of Wayne Thibeaud.	Student work does not demonstrate any visual connection to the work of Wayne Thibeaud.	