

New York State Student Learning Objective: **Art 7th 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. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>Five sections of Art 7, heterogeneously grouped with approximately 125 students total in the course.</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 Standard(s) in Art: Students will respond critically to a variety of works in the arts connecting the individual work to other works and to other aspects of human endeavor and thought; at the intermediate level, students will discuss and write their analyses and interpretations of their own works of art and the art works of others using appropriate critical language. CCLS students will write narrative to develop real experience using effective techniques, descriptive details, and well-structured event sequences.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>Students attend one quarter of art (ten weeks) as part of a year rotation of special areas which include music, health, home and careers, technology and physical education.</p>
Evidence	<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><u>Baseline Assessment Task:</u> Use of the LLTJ art criticism prompt (Appendix 1) with a famous work of art. Response will be scored using a 4 point performance assessment rubric. (Appendix 2) Baseline learning for art vocabulary will be collected using either the <i>Frame of Reference</i> activity or <i>Graffiti</i> activity. (Appendix 3)</p> <p><u>Summative Assessment Task:</u> Use of the LLTJ art criticism prompt using their own work of art. (Appendix 4) Response will be scored using a 4 point performance assessment rubric. (Appendix 2) Students will write an artist statement analyzing a personal work of art. Response will be scored using a 4 point performance assessment rubric. (Appendix 5)</p>

Baseline	<p>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</p> <p>Summary of student baseline information:</p>																			
				% of students score on criticism task								% students scoring on vocabulary task								
	Highly Effective			10%								5%								
	Effective			40%								20%								
	Developing			40%								40%								
Ineffective			10%								35%									
Target(s)	<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 students will perform at a level 3 or higher on summative performance task.</p>																			
HEDI Scoring	<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)? See range as specified below</p>																			
	Level 4			Level 3								Level 2						Level 1		
	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
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%
Rationale	<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>The learning content is based on NYS art standard(s) that address critical thinking, using the language of art to interpret, analyze, and judge works of art (resources to include but not limited to visual thinking strategies, current art text information on art criticism, Lincoln Center Imaginative and Creative Learning Strategies). In addition, learning content will include CCLS standard for narrative writing. Baseline performance tasks will determine student levels and levels will be established using a performance rubric. Summative performance task will be used to determine student growth. Effective performance in looking at, analyzing, and judgment; and student</p>																			

	<p>experiences in writing using descriptive details and well-structured sequencing of events of ideas can be applied across all content areas and support college and career readiness.</p>
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Name _____



What do you see or notice?

What are the subject(s) used?

What is the material(s) used?

Find evidence that you have used one or more of the basic art elements.

Line _____

Color _____

Form _____

Texture _____

Shape _____

Value _____

Space _____



What questions occur to you about the work of art?

What are you curious about?

Notice how your artwork is planned.

Find evidence that you have used the principles of design.

Emphasis _____

Contrast _____

Rhythm _____

Balance _____

Pattern _____

Movement _____

Unity _____

Appendix 2

LLTJ Writing Prompt Rubric

Level 4

Highly Effective

The responses:

- Fulfills the requirements of the task and demonstrates a thorough understanding of how to look at, think about, and judge an artwork.
- Makes effective use of relevant and accurate details used in the artwork. Use of three details or more as supported by the artwork.
- Demonstrates a thorough understanding of the use of art elements and principles evident in the artwork.
- Establishes and maintains a clear focus and demonstrates proper sequencing of details.
- Accurately states an opinion or point of view of an artwork and provide accurate and relevant supporting details.
- Accurately connects details of the artwork to personal experience.
- Accurately demonstrates the ability to connect feelings and emotions to the artwork.
- Demonstrates curiosity and the ability to ask relevant questions.
- Demonstrates the ability to notice details that show an interest and strong engagement with the artwork.
- Identifies the main idea of the artwork.

Indicators: Accurate, Complete, Explicit detail, Organized, Clear focus, Evokes meaning, Well-Communicated, Insightful, Outstanding skills

Level 3

Effective

The responses:

- Fulfills some of the requirements of the task and demonstrates a predominately literal understanding of how to look at, think about and judge an artwork.
- Provides some relevant details used in the artwork. Use of at least three details as supported by the artwork.
- Demonstrates some understanding of the use of art elements and principles evident in the artwork.
- Is generally focused and has appropriate sequencing of details.
- Sufficiently states an opinion or point of view of the artwork and provides some relevant supporting details
- Sufficiently states an opinion or point of view of an artwork and provide relevant supporting details.

Appendix 2

- Sufficiently connects details of the artwork to personal experience.
- Sufficiently demonstrates the ability to connect feelings and emotions to the artwork.
- Demonstrates some curiosity and the ability to ask relevant questions.
- Demonstrates some ability to notice details that show an interest and some engagement with the artwork.
- Does not fully identify the main idea of the artwork.

Indicators: Literal, Sufficient, Organized, Essentially Correct, Not fully elaborated, Good skills

Level 2

Developing

The responses:

- Fulfills some of the requirements of the task and demonstrates some gaps in the student's understanding of how to look at, think about, and judge an artwork.
- Provides some relevant details used in the artwork, which may include minor inaccuracies. Use of at least two details supported by the artwork.
- Demonstrates a predominantly literal understanding of the art elements and principles evident in the artwork.
- Is generally focused but may but may contain inaccurate sequencing of details.
- Is able to state a simple opinion or point of view about the artwork and provides limited supporting details.
- Gives a basic opinion or point of view of an artwork and provides weak and limited supporting details.
- Makes simple connections with details of the artwork relating to personal experience.
- Accurately demonstrates the ability to connect feelings and emotions to the artwork.
- Demonstrates little curiosity or the ability to ask relevant questions.
- Demonstrates limited ability to notice details that show an interest or engagement with the artwork.
- Demonstrates gaps in identifying the main idea of the artwork.

Indicators: Basic, Limited, Sketchy, Simple, Weakly Organized, Gaps, Poor skills

Level 1

Ineffective

The responses:

- Fulfills few requirements of the task and demonstrates little or no understanding of how to look at, think about and judge an art work.
- Provides, little or no details used in the artwork.
- Demonstrates no understanding of the art elements and principles and how they are evidenced in the artwork.
- Lacks focus.
- Is not able to state an opinion or point of view about the artwork and provide supporting details.
- Not able to connect details of the artwork to personal experience.
- Not able to connect feelings and emotions to the artwork.
- Demonstrates no curiosity or ability to ask relevant questions.
- Is not able to demonstrate the ability to notice details that show an interest or engagement with the artwork.
- Not able to identify the main idea of the artwork.

Indicators: Incomplete, No detail, No focus, Show confusion, Very poor skills

Appendix 2

Appendix 3 Vocabulary Pre-Assessment

Process: Frame of Reference

- The topic (art vocabulary) to be discussed is placed in the center of a matted frame where a picture would be placed in a picture frame.
- Students are given several minutes to individually jot down words or phrases that come to mind when they hear or see the term “pictured”. Included will be the option to also include visual examples of vocabulary. These responses go in the “mat” area of their frame of reference.
- Students are then asked to jot down how they came to know what they know or think....that is the sources, people, events that have influenced their thinking. These reactions go in the “frame” area of the graphic.
- Following the individual reflection and writing, students are asked to share their “frames of reference” with a partner or a small group.

Process: Graffiti

- Art vocabulary is written on large chart paper and posted around the room. Students move in small groups from chart to chart.
- Each group works on a different vocabulary word and writes responses or “graffiti” which can be short words, phrases, or graphics on their chart paper.
- After a period of time approx. 5-6 min have students move to a different chart.
- Repeat the process until all the groups have reacted to all charts.
- Have the charts up and have students respond, identify patterns, summarize, and clarify the meaning of vocabulary terms.



Look

What do you see or notice?

What are the subject(s) used?

What is the material(s) used?

Find evidence that you have used one or more of the basic art elements.

Line _____
Color _____
Form _____
Texture _____
Shape _____
Value _____
Space _____



Look Again

What questions do you think others will have about your picture?

What do you think others might be curious about?

Notice how your artwork is planned.

Find evidence that you have used the principles of design.

Emphasis _____
Contrast _____
Rhythm _____
Balance _____
Pattern _____

Movement _____
Unity _____

Artist Statement Rubric

Level 4

Highly Effective

The responses:

- Fulfills the requirements of the task and demonstrates a thorough understanding of how to compose and artist statement.
- Uses sentence variety and some challenging vocabulary
- Makes effective use of relevant and accurate details used in the artwork. Use of three details or more as supported by the artwork.
- Demonstrates a thorough understanding of the use of art elements and principles evident in the artwork.
- Establishes and maintains a clear focus and demonstrates proper sequencing of details.
- Is fluent and easy to read displays a sense of engagement or voice.
- Uses spelling, grammar, capitalization, and punctuation in a manner that assists in communicating the student's ideas in a highly effective manner.

Indicators: Accurate, Complete, Explicit detail, Organized, Clear focus, Evokes meaning, Well-Communicated, Insightful, Outstanding skills

Level 3

Effective

The responses:

- Fulfills some of the requirements of the task and demonstrates a predominately literal understanding of how to compose an artist statement.
- Uses some sentence variety and might have use of challenging vocabulary
- Provides some relevant details used in the artwork. Use of at least three details as supported by the artwork.
- Demonstrates some understanding of the use of art elements and principles evident in the artwork.
- Is generally focused and has appropriate sequencing of details.
- Is readable and may display some sense of engagement or voice.
- Uses spelling, grammar, capitalization, and punctuation in a manner that assists in communicating the student's ideas in in an effective manner.

Indicators: Literal, Sufficient, Organized, Essentially Correct, Not fully elaborated, Good skills

Appendix 5

Level 2

Developing

The responses:

- Fulfills some of the requirements of the task and demonstrates some gaps in the student's understanding of how to compose an artist statement.
- Uses simple sentences, some sentence fragments, and grade-level vocabulary.
- Provides some relevant details used in the artwork, which may include minor inaccuracies. Use of at least two details supported by the artwork.
- Demonstrates a predominantly literal understanding of the art elements and principles evident in the artwork.
- Is generally focused but may but may contain inaccurate sequencing of details.
- Is readable and may display limited ability to give a sense of engagement or voice.
- Uses spelling, grammar, capitalization, and punctuation in a manner that supports basic communication and simply supports student ideas.

Indicators: Basic, Limited, Sketchy, Simple, Weakly Organized, Gaps, Poor skills

Level 1

Ineffective

The responses:

- Fulfills few requirements of the task and demonstrates little or no understanding of how to compose an artist statement.
- Uses sentence fragments or word phrases with below-grade-level vocabulary.
- Provides, little or no details used in the artwork.
- Demonstrates no understanding of the art elements and principles and how they are evidenced in the artwork.
- Lacks focus.
- Is difficult to read and has little or no sense of engagement or voice.
- Uses spelling, grammar, capitalization, and punctuation in a manner that impedes understanding of student's ideas.

Indicators: Incomplete, No detail, No focus, Show confusion, Very poor skills

Appendix 5