

Curriculum Based Assessment

CI 3400: Policies and Practices in Educational Assessment

Appalachian State University

Art Education, Beginning Visual Arts, 9-12

**Curriculum Based Assessment Project
CI 3400**

**Dorothy B. Smith
1st Summer 2020**

Part 1: Standard and Objectives	
<p>NC Standard & Objectives (if applicable)</p> <p>NC Essential State Standards (NCESS)</p>	<p>I.V.2 Apply creative and critical thinking skills to artistic expression. I.V.2.1 Generate innovative solutions to artistic problems. I.V.2.2 Use experiences and observations to create content for art. I.V.2.3 Understand the role of emotion, imagination, and creativity in producing content for original art.</p> <p>I.V.3 Create Art using a variety of tools, media, and processes safely and appropriately. I.V.3.1 Understand the function of tools in creating art. I.V.3.2 Select media appropriate for communicating content. I.V.3.3 Analyze the relationship between process and product.</p> <p><i>*NOTE: V - Visual Literacy, CX - Contextual Relevancy, CR - Critical Response</i></p>
Subject/Grade Level	Intermediate Visual Arts; Grade Level: 9-12
Classification of Standard and Objectives	<p>I.V.2 (<i>Reasoning</i>) I.V.2.1 (<i>Reasoning</i>) I.V.2.2 (<i>Product</i>) I.V.2.3 (<i>Reasoning</i>)</p> <p>I.V.3 (<i>Product</i>) I.V.3.1 (<i>Knowledge</i>) I.V.3.2 (<i>Reasoning</i>) I.V.3.3 (<i>Reasoning</i>)</p>
Rationale for Classification of Standard and Objectives	<p>I.V.2 (R): Students will focus on creative and critical thinking in order to analyze specific artworks and the artist's art-making techniques and creative processes.</p> <p>I.V.2.1 (R): Students must have reasoning skills to analyze master works of other artists and problem-solve the challenges of how best to reproduce that work as a master-study.</p> <p>I.V.2.2 (P): Students will produce a work of art using their experiences and observations.</p> <p>I.V.2.3 (R): Students must use reasoning skills to analyze the role of emotion, imagination, and creativity used when producing content for original art and in understanding why other artists may have chosen particular themes and content in their composition.</p> <p>I.V.3 (P): Students will produce art work using a variety of tools, media and processes.</p>

	<p>I.V.3.1 (K): Students will use their knowledge to select appropriate tools in creating art.</p> <p>I.V.3.2 (R): Students will use reasoning to communicate content by selecting appropriate media.</p> <p>I.v.3.3 (R): Students will use reasoning to analyze the relationship between process and product.</p>
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Part 2: Table of Specifications for your Standard			
Knowledge <i>(Factual Information, Procedural Knowledge, Conceptual Understanding)</i>	Reasoning <i>(Inference, Analysis, Comparison, Classification, Evaluation, Synthesis)</i>	Skill <i>(Demonstration of Learning that You Expect to Teach to Students)</i>	Product <i>(What will your students create?)</i>
I.V.2 Apply creative and critical thinking skills to artistic expression.			
<p>Students will have knowledge of terms, tools, mediums, and art history.</p> <p>Key Terms:</p> <ul style="list-style-type: none"> - <i>Creative Thinking</i> - <i>Critical Thinking</i> - <i>Expression</i> 	<p>Students will apply creative and critical thinking skills to analyze, classify, and evaluate artistic expression.</p>	<p>Students will demonstrate and apply critical and creative thinking skills relating to artistic expression as well as knowledge of key terms by presenting an artist’s work they admire and explaining the tools and medium they would need to reproduce the work in a master-study.</p>	
I.V.2.1 Generate innovative solutions to artistic problems			
<p>Students will have knowledge of terms, tools, and mediums in order to problem-solve and analyze art works.</p> <p>Key Terms:</p> <ul style="list-style-type: none"> - <i>Process</i> - <i>Technique</i> - <i>Elements of Art</i> - <i>Principles of Design</i> 	<p>Students will generate innovative solutions to artistic problems, analyzing the works of well-known artists and figuring out the best way to reproduce that work as a master-study.</p>	<p>Students will demonstrate knowledge of technique in the art-making process.</p>	<p>Students will produce several studies of their chosen master-study artist and work for practice before creating a final work.</p>
I.V.2.2 Use experiences and observations to create content for art.			
<p>Students will have knowledge of key terms they may use in reflecting their chosen artist’s</p>	<p>Students will use their observations and past experiences as rationale to understand the</p>	<p>Students will demonstrate art-making techniques as they analyze and produce</p>	<p>Students will produce several studies of their chosen master-study artist, focusing on</p>

work. Key Terms: <i>Content, Concept</i>	content created in the specific work they chose to create a master-study from.	several sample pieces in preparing to produce their final master-study.	content within the composition.
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Knowledge <i>(Factual Information, Procedural Knowledge, Conceptual Understanding)</i>	Reasoning <i>(Inference, Analysis, Comparison, Classification, Evaluation, Synthesis)</i>	Skill <i>(Demonstration of Learning that You Expect to Teach to Students)</i>	Product <i>(What will your students create?)</i>
I.V.2.3 Understand the role of emotion, imagination, and creativity in producing content for original art.			
Students will have knowledge of key terms they may use in reflecting their chosen artist's work. Key Terms: - <i>Content</i> - <i>Context</i> - <i>Expression</i> - <i>Imagination</i> - <i>Imagery</i> - <i>Symbol</i>	Students will reflect on and analyze their chosen artist's work to further comprehend the role emotion, imagination, and creativity play in producing content for an original artwork.	Students may use art-making skills to explore creating certain colors, textures, and other principles and elements in studying their chosen artist's work. Students may also demonstrate their understanding of emotion, imagination, and creativity through a class dialogue or written response.	Students produce several studies of the content of their chosen artist's work, focusing on the emotion, imagination, and creativity used in the specific artwork they are observing.

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Part 2: Table of Specifications for your Standard

Knowledge <i>(Factual Information, Procedural Knowledge, Conceptual Understanding)</i>	Reasoning <i>(Inference, Analysis, Comparison, Classification, Evaluation, Synthesis)</i>	Skill <i>(Demonstration of Learning that You Expect to Teach to Students)</i>	Product <i>(What will your students create?)</i>
I.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.			
Students will have knowledge of the tools needed to produce small studies of their chosen artist’s work. Key Terms: - <i>Technique</i> - <i>Medium/Media/Technology</i> - <i>Composition</i> - <i>Ceramics</i> - <i>Photography</i> - <i>Printmaking</i>	Students will choose an appropriate medium by first analyzing their chosen artist’s work and thinking about what they could use to reproduce it in a study.	Students will demonstrate their art-making skills in re-producing several small studies and one full master-study work by their chosen artist. Some skills may include how to mix colors, create textures, and produce value.	Students will create several smaller studies in preparation to produce one final master-study of a specific work by their chosen artist.
I.V.3.1 Understand the function of tools in creating art.			
Students will have knowledge of specific tools and medium required to produce studies of their chosen artist’s work.		Students will demonstrate how to use specific tools in art-making.	
I.V.3.2 Select media appropriate for communicating content.			
Students will have knowledge of a variety of media in order to communicate content in their chosen work. Key Terms: - <i>Medium/Media/Technology</i>	Students will choose an appropriate medium by first analyzing their chosen artist’s work and thinking about what they could use to reproduce it in a study.		
I.V.3.3 Analyze the relationship between process and product.			
Students will have knowledge of various processes and their resulting products.	Students will analyze the relationship between process and product in art-making.		

Part 3: Learning Targets									
Learning Targets		Target Type				Assessment Method			
		K	R	S	P	SR	WR	PA	PC
1	I can use vocabulary terms to communicate ideas and processes.	✓	✓			✓	✓		✓
2	I can explain why I chose a specific artist and artwork through writing.		✓				✓		✓
3	I can analyze a work of art and determine the process used to make it.	✓	✓						✓
4	I can choose appropriate tools to create a series of studies based on a specific work.	✓	✓			✓			
5	I can analyze an artwork for deeper meaning (imagery, context, and symbolism).		✓						✓
6	I can demonstrate processes of art-making by creating sketches and mini-studies.				✓			✓	
7	I can demonstrate creating specific elements based on a specific work such as texture.			✓				✓	
8	I can solve technical problems using a creative process.		✓		✓			✓	✓
9	I can replicate a chosen artwork from a specific artist I researched.	✓	✓	✓	✓			✓	
10	I can describe which techniques I used in creating the master-study in writing.	✓	✓				✓		
11	I can describe the techniques I used in creating the master-study final work during a final critique.	✓	✓					✓	✓

Part 4: Formative Assessment		
Learning Targets (Taken Directly from Part 3)	Assessment Method	% (of 100%) if graded
I can use vocabulary terms to communicate ideas and processes.	Selective Response	5%
I can explain why I chose a specific artist and artwork through writing.	Written Response	10%
I can analyze a work of art and determine the process used to make it.	Personal Communication	0%
I can choose appropriate tools to create a series of studies based on a specific work.	Selective Responses	0%
I can analyze an artwork for deeper meaning (imagery, context, and symbolism).	Personal Communication	0%
I can demonstrate processes of art-making by creating sketches and mini-studies.	Performance Assessment	75%
I can demonstrate creating specific elements based on a specific work such as texture.	Performance Assessment	5%
I can solve technical problems using a creative process.	Performance Assessment	5%
Description of Formative Assessment		
<p>What kind of formative assessment are you using? Students will be using Selective Responses, Written Response, Personal Communication, as well as Performance Assessment.</p> <p>How will this work within your classroom? Students will start with a brief review of vocabulary and terms regarding art-making processes which will be assessed via a Selective Response assignment. Students will have a Written Response assessment in which they will explain why they chose a specific artist and artwork they would like to replicate. Students will use Personal Communication to speak</p>		

with the teacher and their peers about the deeper meaning within the artwork they chose. Students will have several Performance Assessments as they go through the art-making process of making sketches and mini-studies, leading up to the final recreation of a master-work by their chosen artist.

How long will it take to administer? This curriculum may take 4-6 weeks to complete, based on class time and how many days per week students will meet in the art room. If days or hours are limited, written assignments and some sketches can be completed outside of the classroom as homework, allowing for more time in the art room to work on mini-studies that may require more materials such as paint or clay.

What do you want to get out of it? As a teacher I want to help my students to better understand the intricate details of master artists and their works through studying their techniques, as well as the deeper meanings within the work/composition. Through studying other well-known artists and their work, and understanding some art history for context, I hope for my students to be able to make more informed choices on reasoning and technique in their own future artworks.

How are you going to use this information? The information I would attain during the formative assessment would be used to help me better understand the students' strengths as well as the areas of understanding and technique in which they may need to work on developing. These formative assessments will guide the students and myself through the process in preparation for their final summative assessments.

Studying the Masters Matters

In our journey through Intermediate Visual Arts we will study and present masterworks from prestigious artists around the world. After learning the basics of visual arts, we are now able to step up and use that knowledge to analyze other works and better understand how the artist created their work and what techniques and tools they may have used. We can also determine what the time period and location of the artist was in to better understand the context of the composition, as well as the deeper meaning and symbolism that may be used. These assignments will prepare you for your final summative assessment of creating a replica of a specific art piece you have chosen to study.

Assignments and Grading

- Vocabulary Review (Selective Response) _____ 5% of overall grade
- Writing Assignment: Why I chose a particular artist and work to study _____ 10% of overall grade
- Create sketches and miniature art studies of your chosen artwork _____ 85% of overall grade
 - Demonstrate creating specific elements based on a specific work such as texture. (5%)
 - Solve technical problems using a creative process. (5%)

Additional Considerations Include:

- Analyze a work of art and determine the process used to make it. (Personal Communication)
- Choose appropriate tools to create a series of studies based on a specific work. (Selective Response)
- Analyze an artwork for deeper meaning (imagery, context, and symbolism). (Personal Communication)

- I. **Vocabulary Review:** During the first week of class we will review terms and vocabulary that pertain to the art-making process, as well as creative concepts. Using the word bank provided, select the best term that matches the definition below. Your grade will reflect as 5% of your overall grade for this assignment.

Word Bank

Creative Thinking	Technique	Concept	Symbol	Medium/Media/Technology	Process
Critical Thinking	Elements of Art	Content	Composition	Printmaking	Ceramics
Expression	Principles of Design	Imagination	Photography	Imagery	

1. _____: Those components that make up a composition: line, value, space, texture, shape/form and color.
2. _____: Able to see and make things in a new or different way.
3. _____: An abstract general notion; an idea.
4. _____: A process of conveying ideas, feelings, and meanings, through selective use of communicative possibilities.
5. _____: The art or process of producing images by the action of light on surfaces sensitized by chemical processes.
6. _____: Mental images.
7. _____: Functional and decorative objects made from clay.
8. _____: Organization of elements in space.
9. _____: Shows or requires careful analysis before judgment.
10. _____: The way the elements of art such as balance, movement, pattern/repetition, unity/variety and emphasis are used to create a composition.
11. _____: Materials used to create an image; Materials used as tools to create, learn, explain, document, analyze, or present artistic work or information.
12. _____: The art of using a printing plate or stamp to create one or a series of multiple originals called prints.
13. _____: An image, sign, or element, such as color, that is understood, by convention or context, to suggest some other meaning.
14. _____: The process of creating a mental picture of something that is unlike things one has seen.
15. _____: The meaning of an image, beyond its overt subject matter, including the emotional, intellectual, symbolic, thematic, and narrative connotations.
16. _____: A special way to create artwork, often by following a step-by-step procedure.
17. _____: Progressive course(s), a series of changes, a method of creating.

VOCABULARY REVIEW ANSWER KEY: **for teacher use, only**

1. Elements of Art	4. Expression	7. Ceramics	10. Principles of Design	13. Symbol	16. Technique
2. Creative Thinking	5. Photography	8. Composition	11. Medium/Media/Technology	14. Imagination	17. Process
3. Concept	6. Imagery	9. Critical Thinking	12. Printmaking	15. Content	

II. Writing Assignment: *Why I chose a particular artist and work to study*

During the first week of class, after reviewing the terms and concepts used in Visual Arts, you will consider artists that have made an impact on you and choose one particular artwork that you would like to replicate. This assignment should reflect why you chose one particular artist and artwork to study. You will name the artist and the work you chose, then write a *minimum* of a three-paragraph essay describing the image you chose, the method and process you believe the artist used to create the work, and why you would like to study this work further.

This writing assignment will reflect 10% of your final grade for this assignment. Please be mindful of how you organize your thoughts. Write complete sentences and use appropriate punctuation and grammar. Please use 12-point Times New Roman font, double spaced. Papers will be collected after the first week of class.

Grading Breakdown: This assignment is worth 10 points of your final grade. 3 full points will be awarded per body paragraph if they include at least three details per paragraph, adding up to 9 points total. 1 full point will be awarded for good organization, punctuation, and grammar. Essay format will include an introductory paragraph, three body paragraphs, and one concluding paragraph.

III. Studying the Masters through Practice: Beginning in the second week of class after careful consideration of a specific artwork you have chosen, we will begin studying the masters through practice. This portion of the assignment will reflect 85% of your final grade, as you will create several sketches and miniature art studies of your chosen artwork. 5% of this grade will take into account the study of specific elements within the artwork you chose to study, as reflected in your sketches and focused recreations in the classroom. For example: If the artwork you chose has a particular texture that makes the work unique, I would like to see you practice techniques that would help you to understand that texture or element and how it was achieved by the artist. Another 5% of this grade will take into account how you solve technical problems using a creative process. You may always consult with me or your peers regarding technique and art-making issues. **Do not throw away your process progress!** I would like to review all sketches to see how you have grown throughout your study.

Sketchbook Requirements: Both at home and in class you should keep a sketchbook of your thoughts and focused sketches when studying your chosen artwork. Upon weekly review I will look for growth and understanding. This is a reflective learning process, and it is okay to make mistakes along the way. Please be sure to date every sketch you make. Bringing your sketchbook to class will allow us to resolve technical issues, communicate ideas, and share progress that will benefit our in-class work. Although I expect several sketches, do not focus on the volume of work you do, but the quality of your study.

In-Class Requirements:

In class we will focus on art-making studies using the appropriate tools and medium required of your chosen artwork. Again, do not focus on the volume of work you do, but the quality of your work. The goal of this assignment is to better understand the artwork you will try to replicate later.

Part 5: Summative Assessment		
Learning Targets (Taken Directly from Part 3)	Assessment Method	% (of 100%)
I can replicate a chosen artwork from a specific artist I researched.	Performance Assessment	85%
I can describe which techniques I used in creating the master-study in writing.	Written Response	10%
I can describe the techniques I used in creating the master-study final work during a final critique.	Personal Communication	5%
Description of Summative Assessment		
<p>What kind of summative assessment are you using? Students will be using Performance Assessment, Written Response, as well as Personal Communication during the summative assessment period.</p> <p>How will this work within your classroom? For the bulk of the summative assessment period students will use Performance Assessment to create a replica of a chosen artwork from a specific artist they researched. After their artwork is completed students will have a Written Response describing the techniques they used in creating the final master-study replica. Finally, during final critique students will use Personal Communication to describe the techniques they used in creating their final master-study replica.</p> <p>How long will it take to administer? Depending on the amount of time in the art room, and how many days per week students will meet, this summative assessment could take 2-4 weeks to administer. The written response assignment could be completed as a take-home assignment so the students will have the most opportunity to focus on the art-making portion of their assessment in class.</p> <p>What do you want to get out of it? As a teacher I hope that the summative assessment will reflect all of the formative research and practice the students have done. By practicing particular techniques of the artist and specific artwork they have chosen for several weeks before the summative period, students will be expected to replicate their chosen piece fairly accurately, taking into account their intermediate skill level.</p> <p>How are you going to use this information? For this Summative Assessment I would use the information gathered to determine if the students have the skills, understanding, and technical ability to advance from Intermediate High School Visual Arts standards to Proficient High School Visual Arts standards.</p>		

Becoming an Master in Visual Arts

Over the past few weeks we have studied the masters through research and practice. Now it's time to become a master in visual arts! For this final summative assessment you will create a replica of the work you have chosen to study using the appropriate medium and tools available.

Assignments and Grading

- Replicate a chosen artwork from a specific artist you researched. _____ 85% of overall grade
- Writing Assignment: Describe which techniques you used in creating the final replica. _____ 10% of overall grade

- Describe the techniques I used in creating the master-study final work during a final critique. _____ 5% of overall grade

I. Creating the Replica Masterwork

Expectations for Final Project: Students will choose appropriate materials and tools to most accurately replicate their chosen masterwork. If specific tools or materials are not available the student will work with the teacher on interpreting the masterwork in a different way. For example, if the student had chosen to study marble sculpture, that student may choose to replicate that sculpture with clay or as a painting. If the original masterwork selected is very big or too small, student and teacher will discuss an appropriate scale in its recreation. If a canvas is used for a painting the minimum acceptable size will be 18"x24". If you are recreating a sculpture it should be 18"-24" tall, proportionately. Final works can be created using all available materials and technology the school has available. ***Prior permission and authorization of use of materials and tools must be obtained to ensure all students will have access to materials needed in this class as well as other art classes.***

Grading Breakdown: This assignment is worth 85 total points of your final grade. Tool and medium choice will reflect 10 points. Technique and Craftsmanship will count as 70 points. 5 points will be awarded for proper accountability in handling tools, materials, and personal responsibility.

II. Writing Assignment: *The Techniques I Used to Replicate this Masterwork*

After you have created a replica of your chosen artwork you will reflect on the techniques you used in the recreation of this masterwork in an essay. You will name the artist and the work you chose, then write a *minimum* of a three-paragraph essay describing the artwork you created, the method and process and techniques you used to accomplish the piece, and any thoughts and reflections on what you have learned through the process of studying the masters.

This writing assignment will reflect 10% of your final grade for this assignment. Please be mindful of how you organize your thoughts. Write complete sentences and use appropriate punctuation and grammar. Please use 12-point Times New Roman font, double spaced. Papers will be collected during the final week of the assignment, and before our final in-class critique.

Grading Breakdown: This assignment is worth 10 points of your final grade. 3 full points will be awarded per body paragraph if they include at least three details per paragraph, adding up to 9 points total. 1 full point will be awarded for good organization, punctuation, and grammar. Essay format will include an introductory paragraph, three body paragraphs, and one concluding paragraph.

III. Final Critique

Expectations: Final critique is a time of great reflection--not only of your own work, but on that of others'. We encourage all students to take a moment before our critique presentation and discussion to view and reflect on every artwork. Be mindful of the time and efforts all of your peers have put into their final projects, and of the long process of studying their masterwork and practicing techniques to best accomplish their artmaking goals. During critique be mindful of the words you choose. Use of proper vocabulary terms is highly encouraged. Participation in critiques will reflect 5% of the final grade for this assignment.

Critique Preparation: During critique each of you will consider the following points to respond to when observing each artwork:

How is the composition balanced?	What medium was used and why?	What tools were available to use?	Was the student's replica true to the original?
Was the scale kept in proportion?	What was done well? Why?	What needs improvement? Why?	How does this make you feel? Why?

Presentation Process: During critique the teacher will allow the students to lead the discussion. Students will choose which work to review and will give reasons for why they chose that work to critique. After 2-4 comments, depending on timing, the artist who created the work will tell who the master artist was, the title of the work, and why they chose it. They will also describe the techniques they used in creating the final work. After the artist speaks there will be opportunity for one or two more comments on that work before moving on to the next artwork to review.

References

**No citations required. All ideas and formats for the formative and summative assessments are created by Dorothy Smith.*