

# Visual & Performing Arts



## Evidence of Alignment Expectations

**Grade Band/Proficiency Level Expectations-** *Please use this template to describe the student outcomes of the instructional grade band or proficiency level.*

### 3rd Grade Visual Arts Drawing-Through the Window

**Students CAN** (Please add lines as needed)

Delaware Performance Standards

I CAN find the message when looking at an image.	VA: Re7.2.3a
I CAN use knowledge of available resources, tools, and technologies to investigate personal ideas when creating art.	VA:Cr1.2.3a
I CAN use many techniques and materials to create meaningful artwork	VA:Cr2.1.3a
I CAN refine my artwork and add details to give my artwork more meaning. I CAN complete a self-reflection to describe personal choices in creating my artwork.	VA:Cr3.1.3a
I CAN Identify exhibit space and prepare work and artist statements for presentation.	VA:Pr5.1.3a
I CAN Observe and discuss visual traits within a selected group of diverse, student created works of art.	VA:Cn10.1.3a

### **Students Demonstrate UNDERSTANDING**

*Students will demonstrate their knowledge, skills and understanding through the following instruments that are aligned to the Delaware Standards for Visual & Performing Arts:*

**SUMMATIVE ASSESSMENT MEASURES**

Delaware Performance Standards

Students will collaboratively examine artworks looking through a window (looking in vs. looking out) and speculate about the messages the artists are trying to convey.	VA: Re7.2.3a
---	--------------

Students will develop ideas, make personal selections of materials and tools and make a draft for their artwork about the view looking through a window.	VA:Cr1.2.3a
Students will use personally selected materials and tools to create an artwork based on their draft about the view looking through the window.	VA:Cr2.1.3a
Students will refine their artwork and add detail to give their artwork more meaning. Students will complete a self-reflection to describe personal choices in creating their artwork.	VA:Cr3.1.3a
Students will collaboratively identify space to exhibit their artwork and create an artist statement to accompany their work.	VA:Pr5.1.3a
Students will make observations about similarities and differences in their artworks.	VA:Cn10.1.3a

## Assessment Rubric

Performance Standards	1 Not Met	2 Below	3 Approaching	4 Meeting	5 Exceeding
VA: Re7.2.3a Students will collaboratively examine artworks looking through a window (looking in vs. looking out) and speculate about the messages the artists are trying to convey.	No Evidence. No analysis attempted.	Struggles to understand the ways that visual images in an artwork influence ideas, emotions and associations.	Little insight into the ways that visual images in an artwork influence ideas, emotions and associations.	Insightful analysis of ways that visual images in an artwork influence ideas, emotions and associations.	Very insightful analysis of ways that visual images in an artwork influence ideas, emotions and associations.
VA:Cr1.2.3a Students will develop ideas, make personal selections of materials and tools and make a draft for their artwork about the view looking through a window.	No Evidence. Sets no goals and does not explore techniques and methods to create a draft for a work of art that is meaningful and has purpose to	Sets no goals, limited exploration of techniques and methods to create a draft for a work of art that is meaningful and has purpose to	Has a vague idea which direction to go with an artwork. Explores few techniques and methods to create a draft for a work of art that	Sets goals and explores some techniques and methods to create a draft for a work of art that is meaningful and has purpose to the maker.	Establishes well planned goals and explores many techniques and methods to create a draft for a work of art that is meaningful and has purpose to

	the maker.	the maker.	is meaningful and has purpose to the maker.		the maker.
VA:Cr2.1.3a Students will use personally selected materials and tools to create an artwork based on their draft about the view looking through the window.	No Evidence. Minimal to no use of materials and tools and does not communicate about personal interests through their art.	Makes random selections of seemingly unrelated materials and tools prior to creating an artwork that communicates topics of personal interest.	Makes limited selections of materials and tools in order to create an artwork that communicates topics of personal interest.	Makes purposeful selections of some materials and tools in order to create an artwork that communicates topics of personal interest.	Makes purposeful selections of a range of materials and tools in order to create an artwork that communicates topics of personal interest.
VA:Cr3.1.3a Students will refine their artwork and add detail to give their artwork more meaning. Students will complete a self-reflection to describe personal choices in creating their artwork.	No evidence. Makes no attempt to refine, show details or articulate choices made regarding subject matter, refining, materials, and tools in order to make connections between these and personal choices.	Attempts to refine and add details, but shows poor craftsmanship. Unsuccessfully articulates any choices made regarding refining work, subject matter, materials, and tools in order to make connections between these and personal choices.	Shows some skill in refining and adding detail. Some attention to craftsmanship. Articulates few choices made regarding refining work, subject matter, materials, and tools but does not make clear connections between these and personal choices.	Shows skill in refining and adding detail. Attention to craftsmanship. Articulates choices made regarding refining work, subject matter, materials, and tools and explains how these selections reflect personal choices.	Shows exceptional skill in refining and adding detail. Meticulous attention to craftsmanship. Articulates many choices made regarding refining work, subject matter, materials, and tools and thoroughly explains how these selections reflect personal choices.

<p>VA:Pr5.1.3a Students will collaboratively identify space to exhibit their artwork and create an artist statement to accompany their work.</p>	<p>No Evidence. Makes no attempt to participate in choosing an exhibit space, work is not prepared or prepared sloppily and the artist statement is non-existent or incomplete.</p>	<p>Collaboratively analyzes a few considerations for choosing exhibit space. prepares art in a haphazard way for presentation and uses no art vocabulary in artist statement that has no clear explanation of the choices made</p>	<p>Collaboratively analyzes some considerations for choosing exhibit space. Does limited preparation of art for presentation and uses few art vocabulary in artist statement that somewhat explains the choices made</p>	<p>Collaboratively analyzes the various considerations for choosing exhibit space. Successfully prepares art for presentation and uses some art vocabulary in artist statement that explains the choices made</p>	<p>Collaboratively analyzes the various considerations for choosing exhibit space. Expertly prepares art for presentation and Uses advanced art vocabulary in artist statement that thoroughly explains the choices made</p>
<p>VA:Cn10.1.3a Students will make observations about similarities and differences in their artworks.</p>	<p>No Evidence. Does not create or complete a work of art that communicates about personal interests and/or experiences and makes no observations about peer artwork.</p>	<p>Creates a work of art, but it does not communicate about personal interests and/or experiences and is not able to articulate observations made about the artwork of peers.</p>	<p>Creates a work of art that communicates to some degree about personal interests and/or experiences and makes some observations about the artwork of peers.</p>	<p>Creates a work of art that communicates about personal interests and/or experiences and makes observations about the artwork of peers.</p>	<p>Creates a work of art that clearly and successfully communicates about personal interests and/or experiences and makes insightful observations about the artwork of peers.</p>