

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.*

4th Grade Visual Arts Ceramics

Students CAN (Please add lines as needed)

Delaware Performance Standards

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| I CAN collaboratively discuss how pottery has been used throughout history. | VA: Re8.1.4a |
| I CAN review what clay is, where it comes from and explore techniques to create my clay piece. | VA:Cr1.2.4a |
| I CAN explore techniques to add color and design to my ceramic piece with glaze. | VA:Cr1.2.4a |
| I CAN safely and efficiently use my materials and tools to create art. I CAN keep my tools, materials and the art room clean and organized. | VA:Cr2.2.4a |
| I CAN refine my artwork with feedback from my table partner. | VA:Cr3.1.4a |
| I CAN explain my choices for my artwork and display my ceramic pottery in an art exhibition. | VA:Pr5.1.4a |
| I CAN create pottery that is useful today like pottery throughout history. | VA:Cn10.1.4a |

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

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| Students will collaboratively view images of pottery throughout history and discuss various ways pottery has been used. | VA: Re8.1.4a |
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| Students will collaboratively review what clay is, where it comes from, the difference between clay and ceramics, explore how to make a coil pot and create a coil pot adding details to give it more meaning. | VA:Cr1.2.4a |
| Students will use glaze to add color and design elements to their ceramic pottery. | VA:Cr2.1.4a |
| Students will demonstrate proper use of art materials and care for the art room. | VA:Cr2.2.4a |
| Students will refine their designs with feedback from peers. | VA:Cr3.1.4a |
| Students will explain choices made in an artist statement and display artwork in the End Of Year Art Exhibition. | VA:Pr5.1.4a |
| Students will reflect on how they will use their pottery as people have used pottery throughout history. | VA:Cn10.1.4a |
| Self Critique - Ceramics 4th Grade | |
| Ceramics Test | |

Assessment Rubric

| | 1 Not Met | 2 Below | 3 Approaching | 4 Meeting | 5 Exceeding |
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| VA: Re8.1.4a Students will collaboratively view images of pottery throughout history and discuss various ways pottery has been used. | No Evidence. Does not participate | Difficulty Interpreting art by using contextual information. Unable to analyze relevant subject matter, characteristics of form, and use of media. | Interprets art, but uses little contextual information and has difficulty analyzing relevant subject matter, characteristics of form, and use of media. | Skilled at Interpreting art by using contextual information and analyzing relevant subject matter, characteristics of form, and use of media. | Highly skilled at Interpreting art by using contextual information and analyzing relevant subject matter, characteristics of form, and use of media. |
| VA:Cr1.2.4a Students will collaboratively review what clay is, where it comes from, the difference between clay and ceramics, explore how to make a coil pot and create a coil pot adding details to give it more | No Evidence. Does not participate in the conversation about the nature of clay. Does not explore techniques and methods to choose an approach for beginning a work of art that is meaningful and | Is unable to describe the nature of clay. Does not set goals. Limited exploration of techniques and methods to choose an approach for beginning a work of art that is meaningful and has purpose to the | Shows little insight into the nature of clay. Sets few goals and explores few techniques and methods to choose an approach for beginning a work of art that is meaningful and | Adds insight about the nature of clay. Sets goals and explores some techniques and methods to choose an approach for beginning a work of art that is meaningful and | Adds Thoughtful insight about the nature of clay. Sets ambitious goals, explores multiple techniques and methods to choose an approach for beginning a work of art that is |

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| meaning. | has purpose to the artist. | artist. | has purpose to the artist. | has purpose to the artist. | meaningful and has purpose to the artist. |
| VA:Cr2.1.4a Students will use glaze to add color and design elements to their ceramic pottery. | No Evidence. Does not participate. | Is unsuccessful exploring and inventing art-making techniques and approaches through practice. | Struggles to explore and invent art-making techniques and approaches through practice. | Has some success exploring and inventing art-making techniques and approaches through practice. | Successfully explores and invents art-making techniques and approaches through practice. |
| VA:Cr2.2.4a Students will demonstrate proper use of art materials and care for the art room. | Intentionally damages materials, tools, equipment and work space. | Does not demonstrate appropriate use and care of materials, tools, equipment and work space. | Demonstrates adequate use of materials, tools and equipment including work space. | Demonstrates appropriate use of and care for materials, tools, and equipment including work space. | Demonstrates exceptional use of and care for materials, tools, and equipment including work space. |
| VA:Cr3.1.4a Students will refine their designs with feedback from peers. | No evidence. Does not participate in peer feedback and does not make revisions. | Shows no understanding and gained no insight through peer feedback to make revisions to a work in progress | Shows little success in using insights gained through peer feedback to make revisions to a work in progress | Shows some success in using insights gained through peer feedback to make revisions to a work in progress | Successfully uses insights gained through peer feedback to make revisions to a work in progress |
| VA:Pr5.1.4a Students will explain choices made in an artist statement and display artwork in the End Of Year Art Exhibition. | No Evidence. Does not participate. | Has difficulty analyzing the various considerations for choosing a location to present art, has no recommendations based on these considerations. | Analyzes some considerations for choosing a location to present art, makes few recommendations based on these considerations. | Analyzes the various considerations for choosing a location to present art, makes recommendations based on these considerations. | Analyzes the various considerations for choosing a location to present art, makes well informed recommendations based on these considerations. |

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| <p>VA:Cn10.1.4a Students will reflect on how they will use their pottery as people have used pottery throughout history.</p> | <p>No Evidence. Does not participate.</p> | <p>Is unable to address the question "How can art reflect a community's cultural traditions?".</p> | <p>Minimally addresses the question "How can art reflect a community's cultural traditions?".</p> | <p>Adequately addresses the question "How can art reflect a community's cultural traditions?".</p> | <p>Insightfully addresses the question "How can art reflect a community's cultural traditions?".</p> |
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