

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.*

5th/6th Grade Visual Arts [Black History Month Celebration](#)

Students CAN (Please add lines as needed)

Delaware Performance Standards

I CAN Collaboratively analyze ways that cultural symbols in artwork influence ideas, emotions and actions.	VA: Re7.2.6a
I CAN plan a work of art through investigation of relevant content for our Black History Month celebration and develop a draft.	VA:Cr1.2.6a
I CAN try new ideas and demonstrate quality craftsmanship through care for and use of materials, tools, and equipment to create art for our Black History Month Celebration.	VA:Cr2.2.5a
I CAN engage in constructive critique with peers. I CAN reflect on, revise, and refine my artwork for Black History Month.	VA:Cr3.1.6a
I CAN create an artist statement using art vocabulary and prepare my work for display at the Black History Month celebration.	VA:Cr3.1.5a
I CAN collaboratively plan the art display for our BHM presentation and create a narrative for viewers.	VA:Pr6.1.6a

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 participate in the Black History Month Celebration. Students will collaboratively observe samples of images and analyze how artists use art to communicate emotions, ideas and move people to action through the use of cultural symbols.	VA: Re7.2.6a
Students will research and plan a work of art focusing on how African American artists throughout history used art to communicate emotions and ideas to move people to action through the use of cultural symbols and develop a draft.	VA:Cr1.2.6a
Students will choose materials and tools and create a work of art, focusing on how African American artists throughout history used art to communicate emotions and ideas to move people to action through the use of cultural symbols, while demonstrating proper use of art materials and tools and care for the art room.	VA:Cr2.2.5a
Students will revise and refine their work based on peer feedback.	VA:Cr3.1.6a
Students will create an artist statement using art vocabulary and prepare their artwork for display at the Black History Month celebration.	VA:Cr3.1.5a
Students will collaboratively plan the art display for our BHM presentation including artist statements as narratives for viewers.	VA:Pr6.1.6a
Student Self-Critique Form - Person/Place/Event of Meaning	
Black History Month Project Reflection	

Assessment Rubric

	1 Not Met	2 Below	3 Approaching	4 Meeting	5 Exceeding
VA: Re7.2.6a Students will participate in the Black History Month Celebration. Students will collaboratively observe samples of images and analyze how artists use art to communicate emotions, ideas and move people to action	No Evidence. No analysis attempted.	Unable to make connection between the use of visual components and cultural associations suggested by	Little insight into how visual components and cultural associations suggested by images influence	Insightful analysis of ways that visual components and cultural associations suggested by images	Exceptionally insightful analysis of ways that visual components and cultural associations suggested by

through the use of cultural symbols.		images to influence ideas, emotions, and actions	ideas, emotions, and actions	influence ideas, emotions, and actions	images influence ideas, emotions, and actions
VA:Cr1.2.6a Students will research and plan a work of art focusing on how African American artists throughout history used art to communicate emotions and ideas to move people to action through the use of cultural symbols and develop a draft.	No Evidence. No investigation is done before beginning work.	Formulates an investigation but information gathered may not be relevant to the assignment.	Formulates a limited investigation into relevant content for planning and developing a work of art.	Formulates an investigation into relevant content for planning and developing a work of art.	Formulates an extensive investigation into relevant content for planning and developing a work of art.
VA:Cr2.2.5a Students will choose materials and tools and create a work of art, focusing on how African American artists throughout history used art to communicate emotions and ideas to move people to action through the use of cultural symbols, while demonstrating proper use of art materials and tools and care for the art room.	Poor craftsmanship. Intentional misuse of materials, tools, and equipment.	Does not demonstrate quality craftsmanship through appropriate use of and care for materials, tools, and equipment.	Occasionally demonstrates quality craftsmanship through appropriate use of and care for materials, tools, and equipment.	Demonstrates quality craftsmanship through appropriate use of and care for materials, tools, and equipment.	Demonstrates exceptional craftsmanship through appropriate use of and care for materials, tools, and equipment including work space.
VA:Cr3.1.6a Students will revise and refine their work based on peer feedback.	No evidence. Does not participate in peer critique and does not revise artwork.	Reluctantly participates in peer critique using few to no descriptive art vocabulary. Does not accept peer feedback when revising artwork.	Participates in peer critique using few descriptive art vocabulary. Revises artwork based on peer feedback.	Participates in peer critique using some descriptive art vocabulary. Revises artwork based on peer feedback.	Actively participates in peer critique using many descriptive art vocabulary. Revises artwork based on peer feedback.

<p>VA:Cr3.1.5a Students will create an artist statement using art vocabulary and prepare their artwork for display at the Black History Month celebration.</p>	<p>No Evidence. Does not create an artist statement and does not mount artwork for display.</p>	<p>Creates an artist statement but does not use art vocabulary or describe personal choices. Sloppy use of materials to mount artwork for display.</p>	<p>Creates an artist statement but does not use art vocabulary to describe personal choices. Adequate use of materials to mount artwork for display.</p>	<p>Uses art vocabulary in artist statement that explains the choices made to communicate ideas. Good use of materials to mount artwork for display.</p>	<p>Uses advanced art vocabulary in artist statement that thoroughly explains the choices made to communicate ideas. Exceptional use of materials to mount artwork for display.</p>
<p>VA:Pr6.1.6a Students will collaboratively plan the art display for our BHM presentation including artist statements as narratives for viewers.</p>	<p>No Evidence. Offers no suggestions on location and format and does not address impact on the viewer or information communicated</p>	<p>Provides irrelevant input regarding a suggested location or a suggested format for display, and does not address impact on the viewer or information communicated</p>	<p>Provides little input on either how a suggested location or suggested format for display impact the viewer and information communicated</p>	<p>Provides adequate input regarding how a suggested location and format for display impact the viewer and information communicated</p>	<p>Provides compelling input regarding how a suggested location and format for display impact the viewer and information communicated.</p>