

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.*

7th/8th Grade Visual Arts Abstract Art

Students CAN (Please add lines as needed)

Delaware Performance Standards

I CAN Collaboratively interpret and analyze how all the parts of a composition contributes to understanding the message or idea in the artwork. I CAN explain the difference between abstraction and realism.	VA: Re8.1.8a
I CAN experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking.	VA:Cr2.1.8a
I CAN refine my artwork by reflecting on and applying relevant criteria and revising my art to produce high quality work.	VA:Cr3.1.8a
I CAN use art vocabulary to write an artist statement and work collaboratively to prepare, and present my art for display and write an exhibition narrative for viewers.	VA:Pr5.1.8a
I CAN distinguish various ways art can be used as a window into different times, places and cultures.	VA:Cn11.1.8a

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 observe and discuss various artworks to understand the difference between abstraction and realism. Students will collaboratively interpret and analyze how all the parts of a composition contribute to understanding the message or idea in the artwork.	VA: Re8.1.8a
Students will choose materials and tools to create their abstract art. Students will	VA:Cr2.1.8a

experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking.	
Students will reflect on, revise and refine their artwork applying relevant criteria and standards to produce high quality work.	VA:Cr3.1.8a
Students will create an artist statement using art vocabulary, prepare their artwork for display and collaboratively write an exhibition narrative for viewers.	VA:Pr5.1.8a
Students will reflect on ways artists use art to inform the viewer.	VA:Cn11.1.8a
Self Critique - Abstract Art	

Assessment Rubric

	1 Not Met	2 Below	3 Approaching	4 Meeting	5 Exceeding
<p>VA: Re8.1.8a</p> <p>Students will observe and discuss various artworks to understand the difference between abstraction and realism. Students will collaboratively interpret and analyze how all the parts of a composition contribute to understanding the message or idea in the artwork.</p>	No Evidence. No effort is made to construct an interpretation of artworks with analysis of how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.	Does not collaborate and is unable to coherently construct an interpretation of artworks with analysis of how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.	Collaboratively constructs a limited interpretation of artworks with limited analysis of how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.	Collaboratively constructs an interpretation of artworks by analyzing how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.	Collaboratively constructs a highly plausible interpretation of artworks by analyzing in depth how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.
<p>VA:Cr2.1.8a</p> <p>Students will choose materials and tools to create their abstract art. Students will experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking.</p>	Demonstrates a lack of willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the	Demonstrates limited willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the	Demonstrates some willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of	Demonstrates willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of	Demonstrates an exceptional willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the

	process of making a work of art.	process of making a work of art.	making a work of art.	making a work of art.	process of making a work of art.
VA:Cr3.1.8a Students will reflect on, revise and refine their artwork applying relevant criteria and standards to produce high quality work.	No Evidence. Does not identify characteristics of quality for an artwork in progress; does not apply criteria when examining and reflecting on the work and if revisions are made they are not based on criteria.	Identifies few characteristics of quality for an artwork in progress; does not effectively apply these criteria when examining and reflecting on the work and does not make revisions accordingly.	Identifies some characteristics of quality for an artwork in progress; does not effectively apply these criteria when examining and reflecting on the work and does not make revisions accordingly.	Identifies characteristics of quality for an artwork in progress; effectively applies these criteria when examining and reflecting on the work, and makes revisions accordingly.	Identifies many characteristics of quality for an artwork in progress; provides thoughtful rationale and applies these criteria when examining and reflecting on the work, and makes revisions accordingly.
VA:Pr5.1.8a Students will create an artist statement using art vocabulary, prepare their artwork for display and collaboratively write an exhibition narrative for viewers.	No Evidence. Does not write an artist statement, prepare artwork for display or collaborate to produce an exhibition narrative.	Creates a poorly written artist statement using no art vocabulary words; sloppily prepares artworks for exhibition and does not work collaboratively to Develop an exhibition narrative to guide viewers.	Creates an artist statement using few art vocabulary words; prepares artworks for exhibition and Collaboratively Develops an exhibition narrative to guide viewers.	Creates an artist statement using several art vocabulary words; prepares artworks for exhibition and Collaboratively Develops an exhibition narrative to guide viewers.	Creates a well written artist statement using multiple art vocabulary words; prepares artworks for exhibition and Collaboratively Develops an exceptional exhibition narrative to guide viewers.
VA:Cn11.1.8a Students will reflect on ways artists use art to inform the viewer.	No Evidence. Does not participate in collaborative discussion.	Contributes little to a collaborative discussion. Does not reveal ways art is used to inform the viewer.	Contributes to a collaborative discussion moderately revealing ways art is used to inform the viewer.	Contributes to a collaborative discussion making distinctions among ways art is used to inform the viewer.	Contributes extensively to a collaborative discussion making compelling distinctions among ways art is used to inform the viewer.