

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.*

Kindergarten Visual Arts [Drawing with Shapes-Self Portrait](#)

Students CAN (Please add lines as needed)

Delaware Performance Standards

I CAN tell how shapes can help us learn to draw.	VA: Re7.2.Ka
I CAN practice making objects with shapes to improve my art skills. I can use shapes to make a picture of myself.	VA:Cr2.1.Ka
I CAN refine my work and tell my classmates how I used shapes to make art.	VA:Cr3.1.Ka
I CAN prepare my artwork for display	VA:Pr4.1.Ka
I CAN understand how shapes help us draw	VA:Cn11.1.Ka

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 self portraits and collaboratively identify shapes in the images and tell how the shapes were used to make the picture.	VA: Re7.2.Ka
Students will practice using shapes to make objects. Students will look in a mirror to notice shapes in the features of their faces and then create a self portrait using these shapes.	VA:Cr2.1.Ka
Students will refine their work and tell classmates how they used shapes to make art.	VA:Cr3.1.Ka

Students will prepare and display their artwork in a gallery walk and explain why it is important to preserve their artwork.	VA:Pr4.1.Ka
Students will show their understanding of how shapes help us draw.	VA:Cn11.1.Ka
Kindergarten: Shapes Drawing	

Assessment Rubric

Performance Standard	1 Not Met	2 Below	3 Approaching	4 Meeting	5 Exceeding
VA: Re7.2.Ka Students will observe self portraits and collaboratively identify shapes in the images and tell how the shapes were used to make the picture.	No Evidence. Does not participate.	Makes observations, but inaccurate connections to visual cues and incorrect analysis of relevant subject matter, characteristics and use of media.	Makes some observations and connections to visual cues, inconsistent analysis of relevant subject matter, characteristics and use of media.	Participates making observations and connections to visual cues and analyzing relevant subject matter, characteristics and use of media.	Activity participates making observations and connections to visual cues and analyzing relevant subject matter, characteristics and use of media.
VA:Cr2.1.Ka Students will practice using shapes to make objects. Students will look in a mirror to notice shapes in the features of their faces and then create a self portrait using these shapes.	No Evidence. Work is incomplete or nonexistent.	Approaches artmaking without exploring techniques and materials and has difficulty understanding how to use shapes to create a work of art.	Approaches artmaking by exploring techniques and materials, but has difficulty understanding how to use shapes to create a work of art.	Approaches artmaking by exploring techniques and materials to create a work of art using shapes.	Skillfully approaches artmaking by exploring techniques and materials to create a work of art using shapes.

<p>VA:Cr3.1.Ka Students will refine their work and tell classmates how they used shapes to make art.</p>	<p>No evidence. Makes no attempt to refine, show details or articulate choices made.</p>	<p>Shows poor craftsmanship to refine and add details. Unsuccessfully articulates choices made regarding revising and refining work through practice, persistence, and collaborative reflection.</p>	<p>Shows average craftsmanship to refine and add details. Articulates few choices made regarding revising and refining work through practice, persistence, and collaborative reflection.</p>	<p>Shows good craftsmanship to refine and add details. Articulates choices made regarding revising and refining work through practice, persistence, and collaborative reflection.</p>	<p>Shows exceptional craftsmanship to refine and add details. Articulates many choices made regarding revising and refining work through practice, persistence, and collaborative reflection.</p>
<p>VA:Pr4.1.Ka Students will prepare and display their artwork in a gallery walk and explain why it is important to preserve their artwork.</p>	<p>No Evidence. Does not participate.</p>	<p>Gives an incoherent explanation of why it is important to preserve art or why they would choose their artwork for preservation and display. Art preparation is sloppy.</p>	<p>Gives a limited explanation of why it is important to preserve art, but can tell why they would choose their artwork for preservation and display. Preparation of artwork is not neat.</p>	<p>Explains why it is important to preserve art. Prepares artwork for display in a gallery walk and tells why they would choose their artwork for preservation and display.</p>	<p>Effectively explains why it is important to preserve art. Expertly prepares artwork for display in a gallery walk and tells why they would choose their artwork for preservation and display.</p>
<p>VA:Cn11.1.Ka Students will show their understanding of how shapes help us draw.</p>	<p>No Evidence. Does not participate.</p>	<p>Has no understanding about how shapes help us draw.</p>	<p>Shares limited insight about how shapes help us draw.</p>	<p>Shares insight about how shapes help us draw.</p>	<p>Shares thoughtful insight about how shapes help us draw.</p>

[Kindergarten: Shapes Drawing](#)