



URBANDALE
COMMUNITY SCHOOL DISTRICT

Art Exploration Grade

Learning Requirements & Proficiency Scales

What are grade level learning requirements and how should they be used?

Learning requirements are the student and parent/guardian friendly statements that indicate the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling “why” and “what” within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning community (PLC) process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and should occupy the most instructional time for both whole group, small group and individual intervention.

What are proficiency scales and how should they be used?

Proficiency scales are a structure that articulates levels of learning that align to the learning requirement. Each proficiency scale is unidimensional, meaning it outlines the levels of learning related to a single skill, concept, or understanding. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important enough for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:

- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To identify individual lesson learning targets work towards proficiency of the learning requirement
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.

Grading for Learning Implementation Expectations

How are learning requirements and proficiency scales used to determine course and content area scores or grades?

A score (level of proficiency) for a learning requirement is determined by using a body of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity is tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and if they are not, then review the evidence for level 2.0 or 4.0. The last piece of evidence should hold the most weight when making a decision about a student's level of proficiency.

In the example below, the student has received scores for multiple pieces of evidence connected to one learning requirement. Since the evidence shows learning progress over time, the scores are not averaged. The last piece of evidence holds the most weight in determining the overall learning requirement proficiency because it is the most recent evidence of student learning.

Evidence	Score	Learning Requirement	Level of Proficiency
Practice	1.0	I can generate and conceptualize artistic ideas and work.	3.0
Project A	2.0		
Observational Data	3.0		
Project B	3.0		

The Anatomy of the Proficiency Scale

Grade level learning requirement formally known as reporting topic.	Learning Requirement: LINE: I can experiment, practice, and persevere to demonstrate skill and knowledge in my art. Prioritized Standard: VA/Cr2.1.1a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. Supporting Standards: VA/Cr1.1.1a Use multiple approaches to begin creative endeavors. VA/Cr1.2.1a Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. VA/Cr2.1.1a Engage in making a work of art or design without having a preconceived plan. VA/Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. VA/Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation. VA/Re7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery. VA/Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.	Grade level standard that was prioritized based on readiness, endurance, assessment, and leverage.																											
Deeper level of application of learning requirement related to grade level standard.	<table border="1"> <thead> <tr> <th>Score</th><th>Progression of Learning</th><th>Sample Performance Tasks</th></tr> </thead> <tbody> <tr> <td>4.0 Exceeds Grade Level Standard</td><td>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Organize and develop artistic ideas and work, experimenting with forms, structures, materials, concepts, media, and art-making approaches to create unique art. </td><td>For example, students apply artistic skills to create unique, authentic artwork.</td></tr> <tr> <td>3.5</td><td colspan="2">In addition to score 3.0 performance, in-depth inferences and applications with partial success.</td></tr> <tr> <td>3.0 Meets Grade Level Standard</td><td>The student will: Experiment, practice, and persevere in order to demonstrate skill and knowledge in the use of line. (VA/Cr2.1.1a) <ul style="list-style-type: none"> Line quality is varied Lines represent perception, not mental image Drawing contains enough lines to be complete </td><td>For example, students use the process of blind contour drawing to improve visual perception in projects/activities such as Contour Line Drawing and Inked Shoe. For example, students apply different line quality to enhance their accurate drawing.</td></tr> <tr> <td>2.5</td><td colspan="2">No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</td></tr> <tr> <td>2.0 Approaching Grade Level Standard</td><td>The student will recognize or recall specific vocabulary: blind contour, line quality, visual perception The student will perform basic processes such as: <ul style="list-style-type: none"> Identify differences in line quality Engage in making a work of art or design without having a preconceived plan Experiment with forms, structures, materials, concepts, media, and art-making approaches </td><td></td></tr> <tr> <td>1.5</td><td colspan="2">Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</td></tr> <tr> <td>1.0 Beginning</td><td colspan="2">With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</td></tr> <tr> <td>0.0</td><td colspan="2">Even with help, no understanding or skill demonstrated.</td></tr> </tbody> </table>	Score	Progression of Learning	Sample Performance Tasks	4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Organize and develop artistic ideas and work, experimenting with forms, structures, materials, concepts, media, and art-making approaches to create unique art. 	For example, students apply artistic skills to create unique, authentic artwork.	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		3.0 Meets Grade Level Standard	The student will: Experiment, practice, and persevere in order to demonstrate skill and knowledge in the use of line. (VA/Cr2.1.1a) <ul style="list-style-type: none"> Line quality is varied Lines represent perception, not mental image Drawing contains enough lines to be complete 	For example, students use the process of blind contour drawing to improve visual perception in projects/activities such as Contour Line Drawing and Inked Shoe. For example, students apply different line quality to enhance their accurate drawing.	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: blind contour, line quality, visual perception The student will perform basic processes such as: <ul style="list-style-type: none"> Identify differences in line quality Engage in making a work of art or design without having a preconceived plan Experiment with forms, structures, materials, concepts, media, and art-making approaches 		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		0.0	Even with help, no understanding or skill demonstrated.		Sample task for a 4.0 and 3.0 to illustrate the rigor of the score.
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Foundational knowledge and skills that supports meeting the grade level expectation. To be used to diagnose where student is in the path towards meeting the grade level expectation.		The score of 1.0 does not include new content. Rather, it signifies a student needs support and cueing to demonstrate competence without support or cues.																											

Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 content contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students in a class are scoring a 3.0 or less on the content within a proficiency scale or reporting topic, the teacher and/or team should provide whole class reteaching using what is outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0, the teacher and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnosis need and match a supplemental intervention during the intervention block to support the student in reaching proficiency.

Art Exploration Learning Requirements & Proficiency Scales

Unit Alignment	Learning Requirements
Line: Calder animals, flowing line	LINE: I can experiment, practice, and persevere to demonstrate skill and knowledge in my art.
	LINE: I can demonstrate effective use of line.
Shape: Drawing negative space, negative space chair or stool, screen printing	SHAPE: I can experiment, practice, and persevere in order to demonstrate skill and knowledge in my art.
	SHAPE: I can demonstrate skill and knowledge in the use of shape in authentic artwork.
Space: Box worksheet, 3D name, room setup, checkpoint	SPACE: I can experiment, practice, and persevere in order to demonstrate skill and knowledge in my art.
	SPACE: I can demonstrate skill and knowledge in the use of space to create artwork.
Form: Origami, Oaxaca animal, paper mache	FORM: I can experiment, practice, and persevere in order to demonstrate skill and knowledge in my art.
	FORM: I can demonstrate skill and knowledge in the use of form to create artwork.
Value: Graphic sphere, value ink worksheets, stipple, room setup checkpoint, additive block still-life, subtractive still-life, final still-life	VALUE: I can experiment, practice, and persevere in order to demonstrate skill and knowledge in my art.
	VALUE: I can demonstrate skill and knowledge in the use of value to create artwork.
Color: color wheat, color mix worksheet, apples, reproduction	COLOR: I can experiment, practice, and persevere in order to demonstrate skill and knowledge in my art.
	COLOR: I can demonstrate skill and knowledge of the use of color.

Learning Requirement: LINE: I can experiment, practice, and persevere to demonstrate skill and knowledge in my art.

Prioritized Standard:

VA:Cr2.1.1ia Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Supporting Standards:

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cr1.2.1a Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Organize and develop artistic ideas and work, experimenting with forms, structures, materials, concepts, media, and art-making approaches to create unique art. 	For example, students apply artistic skills to create unique, authentic artwork.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Experiment, practice, and persevere in order to demonstrate skill and knowledge in the use of line. (VA:Cr2.1.1ia) <ul style="list-style-type: none"> Line quality is varied Lines represent perception, not mental image Drawing contains enough lines to be complete 	For example, students use the process of blind contour drawing to improve visual perception in projects/activities such as Contour Line Drawing and Inked Shoe. For example, students apply different line quality to enhance their accurate drawing.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: blind contour, line quality, visual perception The student will perform basic processes such as: <ul style="list-style-type: none"> Identify differences in line quality Engage in making a work of art or design without having a preconceived plan Experiment with forms, structures, materials, concepts, media, and art-making approaches 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: LINE: I can demonstrate effective use of line.

Prioritized Standard:

VA:Cn10.1.iiiia Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design

Supporting Standards: Calder Animals, Flowing Line

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.

VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

VA:Cn10.1.1ia Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.

VA:Cn11.1.1la Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Synthesize and relate their knowledge and personal experiences to create authentic art. 	For example, students make meaning by investigating and developing their awareness of perception, knowledge, and experiences that supports their creation of original artwork.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Demonstrate effective use of line, varying use of line for artistic intent. (VA:Cn10.1.iiiia)	For example, students use line quality (thickness and thinness of a line) and strong lines to more sophisticatedly describe artistic intent in activities/projects such as Flowing Line and Calder Animals.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: create, line, contour The student will perform basic processes such as: <ul style="list-style-type: none"> Identify importance of intentional use of line in artistic projects 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: SHAPE: I can experiment, practice, and persevere in order to demonstrate skill and knowledge in my art.

Prioritized Standard:

VA:Cr2.1.1ia Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Supporting Standards: Drawing Negative Space, Negative Space Chair, Screen Printing

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cr1.2.1a Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Organize and develop artistic ideas and work, experimenting with forms, structures, materials, concepts, media, and art-making approaches to create unique art. 	For example, students apply artistic skills to create unique, authentic artwork.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Experiment, practice, and persevere in order to demonstrate skill and knowledge in the use of shape. <ul style="list-style-type: none"> Demonstrate recording negative space only Demonstrate control over materials in steps of processes 	<p>For example, students can persist until they can draw a positive object by only drawing negative shapes and then outlining the object in projects like Drawing Negative Space and the Negative Space Chair.</p> <p>For example, students can demonstrate an understanding of the difference between a positive object and a negative object by representing it in a work of art in projects like Drawing Negative Space and the Negative Space Chair.</p> <p>For example, students can demonstrate ability to control process steps like smooth cutting with exacto knife in projects like Drawing Negative Space and the Negative Space Chair.</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level	The student will recognize or recall specific vocabulary: negative space, shape, positive object, outline The student will perform basic processes such as: <ul style="list-style-type: none"> Identify negative space Identify positive object 	

Standard	<ul style="list-style-type: none">Engage in making a work of art or design without having a preconceived planExperiment with forms, structures, materials, concepts, media, and art-making approaches
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: SHAPE: I can demonstrate skill and knowledge in the use of shape in authentic artwork.

Prioritized Standard:

VA:Cn10.1.iiia Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design

Supporting Standards: Drawing Negative Space, Negative Space Chair, Screen Printing

VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.

VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.

VA:Cn10.1.ia Document the process of developing ideas from early stages to fully elaborated ideas.

VA:Cn10.1.iiia Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.

VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Synthesize and relate their knowledge and personal experiences to create authentic art. 	For example, students make meaning by investigating and developing their awareness of perception, knowledge, and experiences that supports their creation of original artwork.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Demonstrate skill and knowledge in the use of shape in authentic artwork. (VA:Cn10.1.iiia)	For example, students use stencils to produce a design that successfully communicates to the viewer their intent. For example, students respond visually to contemporary, historical, and personal prompts visually.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: stencil, contemporary, historical The student will perform basic processes such as: <ul style="list-style-type: none"> Make connections between social, cultural, historical, and personal life with art-making approaches 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: SPACE: I can experiment, practice, and persevere in order to demonstrate skill and knowledge in my art.

Prioritized Standard:

VA:Cr2.1.1a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Supporting Standards: Box Worksheet & 3D Name, Room Setup & Checkpoint

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cr1.2.1a Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Organize and develop artistic ideas and work, experimenting with forms, structures, materials, concepts, media, and art-making approaches to create unique art. 	For example, students apply artistic skills to create unique, authentic artwork.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Experiment, practice, and persevere in order to demonstrate skill and knowledge in the use of space.	For example, students can accurately turn a square into a cube. Using a common vanishing point. For example, students can demonstrate the creation and understanding of a one-point perspective interior.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: one-point perspective, interior, exterior, vanishing point The student will perform basic processes such as: <ul style="list-style-type: none"> Identify the difference between square and cube Identify one-point perspective Engage in making a work of art or design without having a preconceived plan Experiment with forms, structures, materials, concepts, media, and art-making approaches 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: SPACE: I can demonstrate skill and knowledge in use of space to create artwork.

Prioritized Standard:

VA:Cn10.1.iiia Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design

Supporting Standards: Box Worksheet & 3D Name, Room Setup & Checkpoint

VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.

VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.

VA:Cn10.1.ia Document the process of developing ideas from early stages to fully elaborated ideas.

VA:Cn10.1.iiia Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.

VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Synthesize and relate their knowledge and personal experiences to create authentic art. 	For example, students make meaning by investigating and developing their awareness of perception, knowledge, and experiences that supports their creation of original artwork.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Demonstrate skill and knowledge in the use of space to create artwork. (VA:Cn10.1.iiia)	For example, students use perspective rules to create a drawing that illustrates a view of a space that has a specific purpose. For example, students personalize their perspective drawings.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: perspective The student will perform basic processes such as: <ul style="list-style-type: none"> Identify perspective rules Engage in making a work of art or design without having a preconceived plan Experiment with forms, structures, materials, concepts, media, and art-making approaches 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: FORM: I can experiment, practice, and persevere in order to demonstrate skill and knowledge in my art.

Prioritized Standard: Prioritized Standard:

VA:Cr2.1.1a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Supporting Standards: Origami, Oaxaca Animal

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cr1.2.1a Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Organize and develop artistic ideas and work, experimenting with forms, structures, materials, concepts, media, and art-making approaches to create unique art. 	For example, students apply artistic skills to create unique, authentic artwork.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Investigate various cultural art traditions to accurately create 3D art using paper, clay, etc.	For example, students will successfully fold paper to create accurate origami. For example, student will successfully use clay, carving, and color to create Oaxaca animals.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: cultural art traditions, 3D art The student will perform basic processes such as: <ul style="list-style-type: none"> Identify different styles of art Create paper mache object Engage in making a work of art or design without having a preconceived plan Experiment with forms, structures, materials, concepts, media, and art-making approaches 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: FORM: I can demonstrate skill and knowledge in the use of form to create artwork.

Prioritized Standard:

VA:Cn10.1.iiia Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design

Supporting Standards: Origami, Oaxaca Animal

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.

VA:Cn10.1.ia Document the process of developing ideas from early stages to fully elaborated ideas.

VA:Cn10.1.iiia Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.

VA:Cn11.1.1a Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Synthesize and relate their knowledge and personal experiences to create authentic art. 	For example, students make meaning by investigating and developing their awareness of perception, knowledge, and experiences that supports their creation of original artwork.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Demonstrate skill and knowledge in the use of form to create artwork.(VA:Cn10.1.iiia)	For example, students can successfully synthesize cultural art traditions to make 3D objects in a specific style. For example, students demonstrate knowledge and use of paper mache to enhance a personal, sculptural form.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: cultural art traditions, 3D art The student will perform basic processes such as: <ul style="list-style-type: none"> Identify different styles of art Create paper mache object 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: VALUE: I can experiment, practice, and persevere in order to demonstrate skill and knowledge in my Art.

Prioritized Standard:

VA:Cr2.1.1a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Supporting Standards: Graphic sphere, value ink worksheets, stipple eye room, setup checkpoint

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cr1.2.1a Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Organize and develop artistic ideas and work, experimenting with forms, structures, materials, concepts, media, and art-making approaches to create unique art. 	For example, students apply artistic skills to create unique, authentic artwork.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Experiment, practice, and persevere to demonstrate skill and knowledge in the use of value. (VA:Cn10.1.1a)	For example, students recognize and record the regions of value to illustrate the illusion of depth. For example, students can use blendable and non-blendable methods to build value.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: value, depth, blendable, non-blendable The student will perform basic processes such as: <ul style="list-style-type: none"> Identify differences in value and depth Use of blendable and non-blendable methods Engage in making a work of art or design without having a preconceived plan Experiment with forms, structures, materials, concepts, media, and art-making approaches 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: VALUE: I can demonstrate skill and knowledge in the use of value to create artwork.

Prioritized Standard:

VA:Cn10.1.iiia Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design

Supporting Standards: subtractive block still-life, final still-life

VA:Cr1.1.la Use multiple approaches to begin creative endeavors.

VA:Cr3.1.la Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Re.7.2.la Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Re8.1.la Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re9.1.la Establish relevant criteria in order to evaluate a work of art or collection of works.

VA:Cn10.1.ia Document the process of developing ideas from early stages to fully elaborated ideas.

VA:Cn10.1.iiia Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

VA:Cn11.1.la Describe how knowledge of culture, traditions, and history may influence personal responses to art.

VA:Cn11.1.la Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Synthesize and relate their knowledge and personal experiences to create authentic art. 	For example, students make meaning by investigating and developing their awareness of perception, knowledge, and experiences that supports their creation of original artwork.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Demonstrate skill and knowledge in the use of value to create artwork. (VA:Cn10.1.iiia)	For example, students use and choose from several processes to achieve value to give the illusion of form. For example, students can create a still life in which they choose the composition and what is included in the image.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: value, illusion, composition, still life The student will perform basic processes such as: <ul style="list-style-type: none"> Identify different processes that can contribute to variation in value Select composition and what is included in an image 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: COLOR: I can experiment, practice, and persevere in order to demonstrate skill and knowledge in form.

Prioritized Standard:

VA:Cr2.1.1a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Supporting Standards: color wheel, color mix worksheet

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cr1.2.1a Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.

VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Organize and develop artistic ideas and work, experimenting with forms, structures, materials, concepts, media, and art-making approaches to create unique art. 	For example, students apply artistic skills to create unique, authentic artwork.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Use historical examples to accurately mix and use color in artwork. (VA:Cn10.1.1a)	For example, students will successfully blend acrylic paints to make a realistic apple painting. For example, students will successfully use knowledge of art history to color match and reproduce a preapproved Master Painter's work from four predetermined art movements.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: blend, still life, color match, Master Painter, art movement The student will perform basic processes such as: <ul style="list-style-type: none"> Mix acrylic paints to vary color Identify different art movements in history Engage in making a work of art or design without having a preconceived plan Experiment with forms, structures, materials, concepts, media, and art-making approaches 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: COLOR: I can demonstrate skill and knowledge of the use of color.

Prioritized Standard:

VA:Cn10.1.iiia Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design

Supporting Standards: apples, reproduction

VA:Cr1.1.la Use multiple approaches to begin creative endeavors.

VA:Cr3.1.la Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Re.7.2.la Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Re8.1.la Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re9.1.la Establish relevant criteria in order to evaluate a work of art or collection of works.

VA:Cn10.1.ia Document the process of developing ideas from early stages to fully elaborated ideas.

VA:Cn10.1.iiia Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

VA:Cn11.1.la Describe how knowledge of culture, traditions, and history may influence personal responses to art.

VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Synthesize and relate their knowledge and personal experiences to create authentic art. 	For example, students make meaning by investigating and developing their awareness of perception, knowledge, and experiences that supports their creation of original artwork.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Practice and persevere in order to demonstrate skill and knowledge of the use of color. (VA:Cr2.1.iiia)	For example, students will complete an acrylic painted color wheel. For example, students will complete a color value worksheet with acrylic paints to demonstrate and understand mixing colors to get other desired shades.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: color wheel, color value The student will perform basic processes such as: <ul style="list-style-type: none"> Mix primary colors to produce secondary colors Understand color mixing 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	