

Warm and Cool Colors

Visual Art Grade 1 Performance Task

Student Learning Objectives

Standard Set

ILS

Standards Assessed

- **25.a.1d** Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.
- **25.b.1d** Demonstrate knowledge and skills to create visual works of art using manipulation, hand eye coordination, building, and imagination.

Standards Assessed

- **VA: Cr2.1.1** Explore uses of materials and tools to create works of art or design.
- **VA:Cr3.1.1** Use art vocabulary to describe choices while creating art.

Task Description

Task Overview

Students label and color the primary and secondary colors on a color wheel. Additionally, they identify which colors are warm and which colors are cool. Lastly, they draw a picture, using either a warm or cool color scheme, describe what they drew, and how it makes them feel.

A note about acceptable accommodations

For consistency of task administration, accommodations provided during the beginning of year (BOY) administration should also be provided during the end of year (EOY) administration. If a student's IEP is updated or newly created during the school year, though, follow the IEP guidelines during EOY administration.

Accommodations allow for access to the Performance Tasks but do not change the intent of the tasks nor the expectations set for students. Acceptable accommodations for this task exist in many forms. Accommodations listed on students' Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines for administering classroom-based assessments outlined in Section 10(c) of the IEP. If, due to the impact or needs stemming from a student's disability, the content of this task is inappropriate, even with the accommodations outlined on the student's IEP, then the teacher must create a significantly modified REACH Performance Task following the guidelines provided in the REACH Performance Task Administration Manual.

CPS active English Learners (ELs) are eligible for accommodations on REACH Performance Tasks. Per the guidance provided in the REACH PT Administration Manual, Spanish literacy tasks are available as well as Spanish supports tasks for literacy and social science. Translated text tasks may also be administered -- please visit the Knowledge Center to locate translated assessments in Spanish. In addition to the use of these alternate versions, allowable accommodations include extended testing time, small group or individual administration, the scribing of student answers, and the translation of directions. Please refer to the "Teachers of English Learners" section of the REACH PT Administration Manual (pg. 19) for full guidance.

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Note: At the teacher’s discretion, this task may also be read aloud to *any* student that would benefit from the accommodation.

Teacher Directions

This assessment will take 30-minutes to complete.

Before the Assessment:

- Read through the assessment and familiarize yourself with all three parts.
- All desks are cleared except for:
 - Two sharpened pencils per student with erasers.
 - Individual or table sets of crayons or colored pencils, including red, yellow, orange, blue, green and violet (purple).
 - Student document.

After the Assessment:

- After task completion teacher will score student document using standards-based rubric.

Teacher Script

Please note that everything that a teacher will need to say to students is noted in **bold** and all other directions or comments are written in non-bolded type.

Performance Task Instructions – 3 minutes

Teacher says:

- **Good Morning/Afternoon.**
- **Today, you will be completing a three-part task.**
- **In Part 1, you identify the primary and secondary colors.**
- **In Part 2, you list the warm and cool colors.**
- **In Part 3, you draw a picture of people doing an activity, and color it using either a warm or cool color scheme.**
- **Then, you answer questions about your picture.**
- **Please remain seated and quiet during the entire task.**
- **I cannot answer any questions about the task at this time.**
- **I will now distribute the task.**

Part 1- 10 minutes

Teacher distributes tasks to students.

- **There are three parts to this task.**
- **I will read the instructions aloud as you read them to yourself.**
- **In Part 1, complete the color wheel below by labeling in the boxes and coloring the primary and secondary colors in the correct circles. The color yellow has been labeled for you. Use the word bank at the bottom to label the remaining colors. When you have finished labeling, then use the colors provided to color each circle correctly.**

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- You will have 10 minutes to complete Part 1 of this task.
- I will let you know when you have 3 minutes left to complete the task.
- When you have finished, turn over your art task and wait quietly until I say, “Stop.”
- You may begin.

Teacher reads Question One, and allows the students time to respond.

Teacher circulates around the room, monitoring students during the task. Teacher ensures that all students are working individually and independently.

Teacher does not answer any questions about vocabulary or the task. Teacher can only repeat the task instructions for the student.

Teacher notifies the students when they have 3 minutes remaining.

At the end of 10 minutes--

- **Stop, this is the end of the Part 1.**
- **Please put the materials down and turn the page to Part 2 of the task.**

Part 2- 5 minutes

- In Part 2, You will identify warm and cool colors. Use the word bank to answer the questions.
- I will read the questions aloud and then give you time to write your answers.
- You will have 5 minutes to complete Part 2 of this task.
- When you have finished, turn over your art task and wait quietly until I say, “Stop”.
- We will now begin.

Teacher reads Question Two and Three, and allows the students time to respond.

Teacher circulates around the room, monitoring students during the task. Teacher ensures that all students are working individually and independently.

At the end of 5 minutes--

- **Stop, this is the end of the Part 2.**
- **Please put the pencils down and turn the page to Part 3 of the task.**

Part 3- 15 minutes

- In Part 3, you are going to draw your own picture of people doing an activity. Use only warm or cool colors in your drawing. Again, you must only use a warm color scheme or a cool color scheme in your drawing.
- Lastly, describe your drawing and how the colors make you feel.
- I will read the questions aloud and then give you time to write your answers.
- You will have 15 minutes to complete Part 3 of this task.

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- **I will let you know when you have 3 minutes left to complete the task.**
- **When you have finished, turn over your art task and wait quietly until I say, “Stop”.**
- **We will now begin.**

Teacher reads Question Two and Three, and allows the students time to respond.

Teacher circulates around the room, monitoring students during the task. Teacher ensures that all students are working individually and independently.

At the end of 15 minutes--

- **Stop, this is the end of the task.**
- **Please put the materials down and turn over your task.**

Teacher moves around the room and collect all sheets. Teacher ensures that the student’s name is on each piece of paper and keep the sheets together.

- **Thank you all for your cooperation.**
- **This task will help guide our work for the remainder of the year in this class.**

Task Materials

- Two sharpened pencils with erasers for every student
- Individual or table sets of crayons or colored pencils, including red, yellow, orange, blue, green and purple.
- Copies of Performance Task for every student.

Task Activity

See student document.

Rubric

See rubric document.