

# Color Theory

## Visual Art Grade 4 Performance Task

### Student Learning Objectives

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#### Standard Set

##### ILS Standards Assessed

- **25.a.2d** Identify and describe the elements.
- **25.b.2** Demonstrate how elements and principles combine within an art form to express ideas.

##### NCAS Standards Assessed

- **VA:Cr.2.1.4a** Explore and invent art-making techniques and approaches.
- **VA:Re.7.2.4a** Analyze components in visual imagery that convey messages.

### Task Description

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#### Task Overview

Students will be asked to label twelve colors on a color wheel. Students will be asked to group the colors into primary, secondary, and intermediate (tertiary) color schemes. Students will also be asked to identify the complementary colors. Lastly, students will be asked to draw a landscape and color using a color scheme and explain their color choices.

#### 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 performance task and familiarize yourself with all three parts.
- Clear all desks except for:
  - Two sharpened pencils per student with erasers
  - Individual or table sets of crayons or colored pencils (red, blue, yellow, green, orange, violet)
  - Student documents for this task

After the Assessment:

- Score student-facing 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 – 5 minutes

Distribute to students when prompted in instructions: copies of Parts: 1, 2, and 3.

- **Good Morning/Afternoon.**
- **Today you will be completing a three-part task. You will identify colors and color schemes. You will also make a landscape drawing that you will also describe later in the task.**
- **Please remain seated and quiet during the entire task.**
- **I will not be able to answer any questions about the task or vocabulary at this time.**
- **I will now distribute the task.**

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, you label the color wheel using the words from the word bank. Then, read each prompt and fill in the blanks with your answer.**
- **In Part 2, you create a seasonal landscape. Choose a color scheme from the list provided to add color to your work. Think about how your choice reflects your season.**
- **In Part 3, you identify the color scheme you choose. Then, you provide a written explanation of why you chose this color scheme using evidence from your drawing.**
- **I will let you know how much time you have to complete the task.**

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- **If you finish early you may go back and add further detail to your landscape.**
- **When you have finished, turn your task over and wait quietly until I say, “Stop.”**
- **You may begin.**

### During Task: (25 minutes)

Teachers should circulate around the room, monitor students during the task and ensure that all students are working individually and independently.

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

Have some extra pencils, crayons and/or colored pencils on hand, if students need them.

Notify the students when they have 10 minutes remaining and when they have 5 minutes remaining.  
At the end of 25 minutes:

- **Stop. This is the end of the task.**
- **Please put the pencils down and turn your papers face down.**
- **Please remain seated and quiet while I collect all sheets of paper.**

Move around the room and collect all sheets, ensure that the students’ names are on each piece of paper. Keep the sheets together.

Once all papers are collected, students can assist in collecting pencils.

- **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
- Crayons or colored pencils (red, blue, yellow, green, orange, violet)
- Copies of Performance Task for every student

### **Task Activity**

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See student document.

### **Rubric**

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See rubric document.