

One-Point Perspective

Visual Art Grade 7 Performance Task

Student Learning Objectives

Standard Set

ILS

Standards Assessed

- **25.A.3e** Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.
- **26.B.3d** Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (film, animation, video, etc.) that are realistic, abstract, functional and decorative.

NCAS Standards Assessed

- **VA:Cr1.2.7a** Develop criteria to guide making a work of art or design to meet an identified goal.
- **VA:Cr2.1.7a** Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

Task Description

Task Overview

Students will be asked to illustrate the components of one-point perspective. They will explain how artists use one-point perspective to create optical illusions in two-dimensional drawings and demonstrate their understanding of one-point perspective by creating a composition.

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

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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.

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 40-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
 - Straight edge or ruler
 - Student performance task document

After the Assessment:

- After task completion teacher will score student-facing document using the supplied 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.

Teacher says:

- **Good Morning/Afternoon.**
- **Today you will be completing a three-part task.**
- **In Part I, you will be asked to convert a shape into a three-dimensional form.**
- **In Part II, you will identify and describe how artists use one-point perspective in an image.**
- **In Part III, you will create a landscape drawing in one-point perspective with specific criteria.**
- **Please remain seated and quiet during the entire task.**
- **I cannot answer any questions about the task or vocabulary beyond the instructions provided.**
- **This task today will be used to gauge your prior knowledge and inform the content and areas we will cover this year.**
- **I will now distribute the task.**

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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 I, convert a shape to a form. In question 1, choose one of the shapes to convert into a 3-Dimensional form using one-point perspective. Be sure to use your straight edge(ruler).**
- **In Part II, identify and describe aspects of one-point perspective in an illustration. In question 2, label the vanishing point, horizon line, and converging lines in the illustration. In question 3, describe three different ways the artist created the illusion of depth in the illustration.**
- **In Part III, you are asked to create a landscape drawing using specific criteria. Your drawing must include horizon line, vanishing point, one road, at least three light posts and at least one building or house.**
- **I will let you know when you have 10 minutes and then 5 minutes left to complete the task.**
- **If you finish early you may go back and revise any part of the task.**
- **When you have finished, turn over your art task and wait quietly until I say, “Stop”.**
- **You may begin.**

During Task: (30 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 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 30 minutes, teacher says:

- **Stop, this is the end of the art 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 the student’s name is on each piece of paper and 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
- Straight edge or ruler
- Copies of Performance Task for every student

Task Activity - see student document.

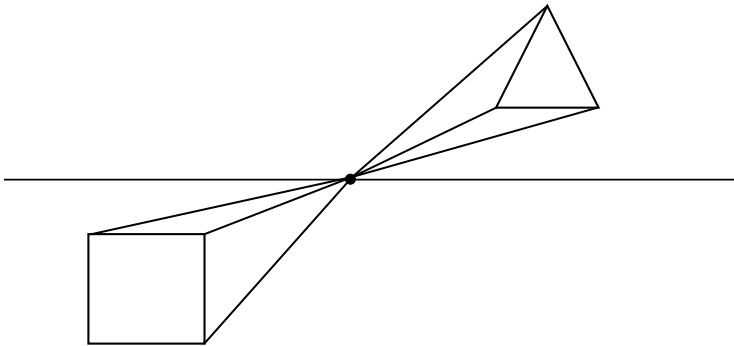
Rubric – see rubric document.

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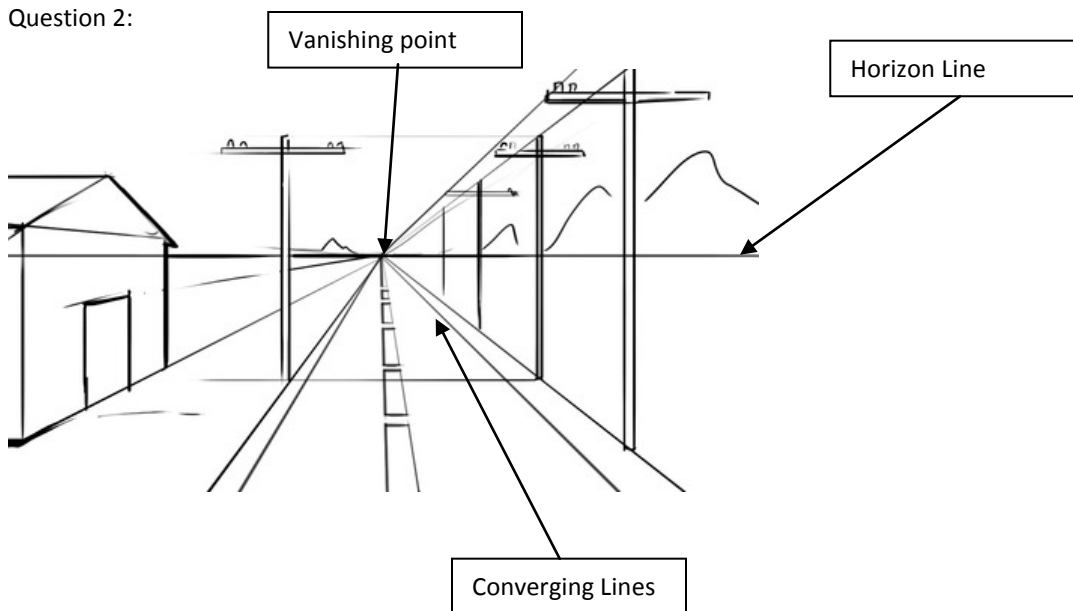
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Answer Key

Question 1:



Question 2:



Question 3:

Acceptable answers to question 3 include but are not limited to:

size variation of various objects including: telephone poles, street lines, sides of buildings, receding road, mountains in the distance, telephone poles getting smaller closer to the vanishing point, lines converging at the vanishing point, street lines get shorter and narrower closer to the vanishing point.