

# Interpreting Art in Context - Basic

## Visual Art High School Context-based Performance Task

### Student Learning Objectives

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#### Standard Set

ILS

#### Standards Assessed

- **25.A.4.** Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in visual arts.

#### Auxiliary Standards

- **VA:Re7.1.HSI.** Hypothesize ways in which art influences perception and understanding of human experiences.
- **VA:Re7.1.HSII.** Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- **VA:Re7.1.HSIII.** Analyze how responses to art develop over time based on knowledge of and experience with art and life.

### Task Description

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#### Task Overview

In this performance task students will demonstrate their ability to analyze and interpret works of art. After viewing a work of art and reading contextual articles, students will write a description of the work and develop a personal interpretation.

#### 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

# Interpreting Art in Context - Basic

## Visual Art High School Context-based Performance Task

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.

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 task will take 50-minutes to complete.

Before the assessment:

- Read through the assessment and familiarize yourself with all three parts and the scoring rubric.
- Ensure you have copies of the student document for every student.
- Ensure access to a video projector connected to a computer or previously requested color hard copies of the image.
- Access the image file, available on the Knowledge Center website – <http://kc.cps.edu> (image should remain available during the first two sections of the task).
- Clear all desks with the exception of:
  - Two sharpened pencils per student.
  - Student document (reflection and sketch form) – one per student.

After the assessment:

- 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 – 5 minutes

Distribute student documents.

Teacher says:

- **Good Morning/Afternoon.**
- **Today you will take an assessment in which you will interpret a work of art.**
- **Remain seated and quiet during the entire task.**
- **There are three sections to this performance task. Now go to Task 1 in the Student document.**

#### Part 1 – 10 minutes

Teacher Says:

- **In Task 1, you will look at a work of art in front of you.**
- **You will describe the work of art using artistic qualities such as elements of art, principles of design, expressive qualities, and/or artistic theories.**
- **You will write a short statement interpreting the artwork in the space provided.**

## Interpreting Art in Context - Basic

### Visual Art High School Context-based Performance Task

- Use at least three artistic qualities such as elements of art, principles of design, expressive qualities, and/or artistic theories in your statement. Support these artistic qualities citing visual evidence from the presented work of art.
- Write as clearly as you can so that another person can read your answer and understand what you are thinking.
- You have 10 minutes to complete this section.

Present the image and allow students 10 minutes to complete their writing. Give students a warning when two minutes are remaining.

#### Part 2 – 15 minutes

Teacher Says:

- Please go to Part 2 in the Student document.
- In this task, you will read two articles on the following pages.
- Each selection provides different information about this artist surrounding the making of his artwork.
- After reading, look at the presented work again. In the space below, interpret the artwork citing information provided in the texts as evidence for the interpretation you wrote in Part 1.
- Be sure to include at least one citation from each article in your response to support your interpretation of the artwork.
- You will have 15 minutes to complete this section. I will remind you when there is five-minutes remaining.

#### Part 3 – 15 minutes

Teacher Says:

- Please go to Part 3 in the Student document.
- In the space provided, create a sketch that addresses an issue or concern of importance to you.
- This is a planning sketch for a future artwork you would create.
- In creating the sketch, you should consider:
  - Why the issue or concern is of importance/significant to you
  - Materials you would use to make the artwork
  - How the materials relate to the meaning of your artwork
  - How you would make the work (process)
  - How the making of it relates to the meaning of your artwork
  - How artistic qualities such as elements of art, principles of design, expressive qualities, and/or artistic theories communicate the meaning of your artwork
- The image you sketch should be your own idea and you should sketch as clearly as you can so that another person can understand your idea.
- You will have five minutes to sketch your idea.

You may start your sketch now.

Notify students when one minute is remaining.

At the end of five minutes:

- Now, you will move on to the reflection questions on Page 5 in the Student document.
- Read the questions completely in the reflection before you start to write your responses.

# Interpreting Art in Context - Basic

## Visual Art High School Context-based Performance Task

- You have ten minutes to complete these questions.
- If you finish early you may go back and refine your sketch.

At the end of ten 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 student documents.

**Thank you for your cooperation.**

### Task Materials

- Two sharpened pencils with erasers for every student
- Copies of performance task for every student
- LCD Projector/Color hard copies if requested in advance
- Computer (connected to projector)
- Image file (Knowledge Center website – <http://kc.cps.edu>) [COLOR copies if needed per student accommodation]

### Task Activity

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See student document.

ELEMENTS (EOA):

- line, shape/form, value, texture, color, space

PRINCIPLES (POD):

- balance, variety, harmony, emphasis, dominance, movement, rhythm, scale, proportion, contrast

EXPRESSIVE QUALITIES (EQ):

- Mood, symbol, representational, abstract, storyline, sequence/theme

AESTHETIC THEORIES (AT):

- Formalism, emotionalism, imitationalism

ASSIGNMENT OF MEANING:

- You will not score this task based on the content of the meaning in the artwork. This assessment is designed to gauge student ability to connect imagery to formal issues and context.

### Rubric

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See rubric document