

Creating Artwork - BASIC

Visual Art High School Performance-based Performance Task

Student Learning Objectives

Standard Set

IL

Standards Assessed

- **26.A.4e** Analyze and evaluate how tools/technologies and processes combine to convey meaning.
- **26.B** Apply skills and knowledge necessary to create and perform in one or more of the arts.
- **26.b.4d** Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.

Auxiliary Standards

- **VA:Cr3.1.HSI:** 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:Cr3.1.HSII:** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- **VA:Cr3.1.HSIII:** Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Task Description

Task Overview

In this performance task, students will demonstrate the ability to convey meaning through the planning of a new artwork.

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

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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 45-minutes to complete.

Before the assessment:

- Read through the assessment and familiarize yourself with all three parts of the performance task and the scoring rubric and scoring tool.
- Ensure you have copies of the student performance task document for every student.
- Clear all desks with the exception of:
 - Two sharpened pencils per student.
 - Student performance task document – one per student.

After the assessment:

- Score student document using standards-based scoring rubric and summative scoring tool

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-bold type.

Distribute the performance task document.

Teacher says:

- **Good Morning/Afternoon.**
- **Today, you will work on an individual performance task.**
- **Please remain seated and quiet during the entire task.**
- **First, I will read the Task Description that appears on page 1 on the Student document as you read it silently:**

Artists often create work based on social issues and concerns. For this task you must envision and create a sketch of a proposed artwork that visually describes your perception of a community or school issue. You must purposefully choose the best tools, processes, and images to support your concept. Share your artwork idea by brainstorming, planning, sketching, writing, and reflecting.

PART ONE: PLANNING - 10 minutes

- **There are three parts to this test. Please look at "Part 1: Planning," on page 2 on the Student document.**
- **I am going to read the instructions and questions aloud as you read them silently.**

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The questions below will help you to plan for your artwork addressing the theme of *a social issue*. You will have 10 minutes to complete the questions below.

1. Identify three or more aspects that are specific to your chosen social issue (For example: characteristics, interests, experiences, community, history, etc.).
2. Explain the images you could create to represent one or more aspects of your chosen social issue. Provide three separate pieces of evidence that describe how these images relate to an aspect(s) of your social issue.
3. Explain how you could develop an artwork about your chosen social issue? What media and what style would you use to execute your artwork? Explain your choices.

You will have ten minutes to complete “Part 1: Planning.” I will let you know when you have 2 minutes left to complete Part 1.

- When you have finished, put your pencil down and sit quietly until I say, “Stop.”
- You may begin.

At 8 minutes:

- You have 2 minutes left on this part of the test.

At 10 minutes:

- Please stop working on Part 1: Planning.

PART TWO: CREATE A SKETCH - 20 minutes

Teacher says:

- Now you will begin working on “Part 2: Sketching.”
- Please look at “Part 2: Sketching,” on page 3 of the Student document.
- I am going to read the instructions aloud as you read them silently:

With your pencil, in the box below, use your written plan from part 1 to sketch your proposed artwork that addresses your chosen social issue. Provide a title and what media you would use.

- I will let you know when you have 5 minutes left to complete Part 2.

At 15 minutes say:

- You have five minutes left for “Part 2: Sketching.”

At 20 minutes:

- Please stop working on “Part 2: Sketching.”

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PART THREE: REFLECTING - 8 minutes

Teacher says:

- **Now you will begin working on “Part 3: Reflecting.”**
- **Please look at “Part 3: Reflecting,” on page 4 of the Student document.**
- **I am going to read the instructions and questions aloud as you read them silently:**

For the question below, write a response to reflect on your artwork that addresses your chosen *social issue*. You will have 8 minutes to complete the questions.

1. Analyze how your artwork represents your chosen social issue. Please cite three specific examples.

- **I will let you know when you have 2 minutes to complete this part.**

At 6 minutes say:

- **You have 2 minutes left for “Part 3: Reflecting.”**

At 8 minutes:

- **Please stop working on “Part 3: Reflecting.” This concludes the performance task. Please sit quietly while I collect your task documents.**

Task Materials

- Copy of student performance task document for each student
- Two pencils per student
- Extra pencils
- Pencil Sharpener
- Erasers

Rubric

See rubric document.