

Title – 3<sup>rd</sup> Grade Art Student Learning Objective

Content Area – Art

Grade Level – 3<sup>rd</sup>

Students – 65

Interval of Instruction – Year

Main Criteria	Element	Description
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**Essential Question:** What is the most important knowledge/skill-set that I want my students to possess by the end of this instructional interval?

<b>Priority of Content</b>	<b>Objective Statement</b>	Students will be able to create portraits from observation in a variety of mediums (including drawing with oil pastels, printmaking, collage, and painting) that show evidence of problem-solving using basic visual arts concepts (including visual composition, color, and shape, as well as a mixture of representational and expressive techniques). Students will also develop their ability to use art to convey meaning and discuss their own art and the art of others.
	<b>Rationale</b>	At this grade level, students should expand the ways in which they draw and know that there is more than one way to depict figures. As the art teacher for grades 3-5, I work closely with the K-2 art teacher. In 2 <sup>nd</sup> grade, students begin to develop exposure to drawing from observation, but this is the first year that this skill is explicitly discussed along with the differences of drawing from memory. In the past, learning how to look carefully at a subject has been a real challenge for students but drawing from observation is a crucial skill, and students are often eager to develop their ability. It is developmentally appropriate for students to hone their ability to make conscious choices regarding media, concepts, and technique to represent the observable world. It is also critical that students become more mindful of how these choices affect their artwork and that they are able to describe these choices. Students will be exposed to new mediums, including oil pastels and printmaking, whereas in the earlier grades, they mainly utilized other drawing materials, cut paper, and paint. This exposure will expand their opportunities to make choices in their artwork and to experiment with technique.
	<b>Aligned Standards</b>	<p><u>Rhode Island 3-4 Visual Arts State Standards</u> VAD 1 (3-4)-1 <i>Students demonstrate knowledge and application of Visual Art and Design concepts</i></p> <ul style="list-style-type: none"><li>a. describing and applying basic VAD concepts: line, shape, form, texture, color, organization of visual compositions, emphasis/focal point, pattern, balance/symmetry, and contrast</li><li>b. applying basic strategies and techniques to address artistic problems</li><li>c. using observation to develop a visual representation of basic objects</li><li>d. maintaining a portfolio of self-created art work and explaining art concepts learned</li></ul> <p>VAD 3 (3-4) -1 <i>Students demonstrate the ability to communicate in the language of Visual Art and Design</i></p> <ul style="list-style-type: none"><li>b. creating a unique solution for a basic visual art or design problem (e.g., designing or redesigning a toy from recycled materials)</li></ul> <p><u>National K-4 Visual Arts Standards</u> <i>Standard 1: Understanding and applying media, techniques, and processes</i></p> <ul style="list-style-type: none"><li>a. Students know the differences between materials, techniques, and processes</li><li>b. Students describe how different materials, techniques, and processes cause</li></ul>

		<p>different responses</p> <p>c. Students use different media, techniques, and processes to communicate ideas, experiences, and stories</p> <p><i>Standard 2: Using knowledge of structures and functions</i></p> <p>a. Students know the differences among visual characteristics and purposes of art in order to convey ideas</p> <p>b. Students describe how different expressive features and organizational principles cause different responses</p> <p>c. Students use visual structures and functions of art to communicate ideas</p> <p><i>Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas</i></p> <p>a. Students select and use subject matter, symbols, and ideas to communicate meaning</p> <p><i>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</i></p> <p>a. Students understand there are various purposes for creating works of visual art</p> <p>b. Students describe how people's experiences influence the development of specific artworks</p> <p>c. Students understand there are different responses to specific artworks</p>
<p><b>Essential Question:</b> Where are my students now (at the beginning of instruction) with respect to the objective?</p>		
	<p><b>Baseline Data / Information</b></p>	<p>At the end of last year, I examined this cohort's portfolios with the K-2 art teacher. The portfolios showed that while students were working with line, color, shape, and pattern, they were not obviously constructing composition, relating parts to the whole, developing attention to detail, nor were they mixing representational and expressive techniques.</p> <p>During the first week of class, I asked students to draw a self-portrait from memory and then gave them individual mirrors to do an observation of their face and draw a self-portrait with paper and pencil. I asked each student to reflect on the choices that they made regarding concept and technique and to explain those choices verbally. Through this assessment, I was able to determine which techniques students relied on in their art, which they were comfortable describing, and how they articulated their process and choices. I have created goals for students that stretch their skills and thinking beyond their current comfort levels.</p>
<p><b>Essential Question:</b> Based on what I know about my students, where do I expect them to be by the end of the interval of instruction, and how will they demonstrate their knowledge/skills?</p>		
<p><b>Rigor of Target(s)</b></p>	<p><b>Target(s)</b></p>	<p>In final portfolio presentations, students will show their pieces and discuss their choices of technique and medium selection with the class, one visiting artist, and me. The portfolios and presentations will be scored by the visiting artist, and by me (instructor), though students will have the opportunity to provide feedback to their peers, and students will also complete a self-assessment using a 10-point rubric.</p> <p>a. All students will achieve a score of 7 or better on the portfolio.</p> <p>b. Ten students have had more experience with making art from observation through participation in an afterschool program. Therefore, I expect that these students will be able to attain a score of 8 on the portfolio.</p> <p>c. I have one student who has delayed fine motor skills and difficulty with hand-eye coordination. I expect him to show awareness of all techniques in his work, though his ability to create representational drawings will likely be affected by these challenges. An accommodated rubric that weighs his explanation of choices slightly more heavily will be used during scoring and I expect him to be able to attain a score of 6 on the portfolio.</p>

	<p><b>Rationale for Target(s)</b></p>	<p>This target ensures that all three elements of the objective statement are being assessed by the end of the year, including observational art making, a use of materials and techniques, and an ability to explain process and decision-making. The attached rubric is divided into three sections corresponding to the three elements of the objective statement. Each section has 3-4 components, such as the ability to use shared artistic vocabulary while describing one's portfolio. Students can earn 0, ½, or 1 point in each component, with a maximum score of 10. While setting a target of all students reaching a score of 7 or better is quite rigorous, we will consistently practice the process of observing, making choices in art-making, and explaining those decisions. Students will use the rubric throughout the year to score themselves and their peers; In addition, the visiting artist will also come to the class mid-way through the year to participate in a similar process.</p>
<p><b>Quality of Evidence</b></p>	<p><b>Evidence Source(s)</b></p>	<p>All students will create a portfolio, consisting of 6 final pieces completed from observation. The holistic portfolio must illustrate use of all named techniques from the objective statement, including: visual composition, color, and shape - as well as a mixture of representational and expressive techniques, including: the four mediums of drawing with oil pastels, printmaking, collage, and painting. All pieces of the portfolio will be completed during class time. Final portfolio presentations will take place in class, during the last two weeks of classes. A colleague and I have created a rubric that indicates evidence of technique, medium choice, and decision making as seen through the art and in explanation. We shared it with an Arts Educators group we belong to, received critical feedback, and made revisions. The final version is being used by colleagues in a number of districts. Student portfolios and presentations will be scored by myself (70%) and the visiting artist (10%). The remaining 20% will come from their self assessment.</p>