

# Missouri Visual Art Pilot Assessment

This Assessment Was Designed Using the New Missouri Arts Learning Standards as a Framework Guide

## Investigating Contemporary Art and Practice-8<sup>th</sup> Grade

**Discipline:** Visual Arts

**Show-Me Performance Standards Referenced:** 1.5 Comprehend and evaluate written, visual and oral presentations and works. 1.6 Discover and evaluate patterns and relationships in information, ideas and structures. 2.3 Exchange information, questions and ideas while recognizing the perspectives of others. 3.3 Develop and apply strategies based on ways others have prevented or solved problems. 3.5 Reason inductively from a set of specific facts and deductively general premises.

**Artistic Processes:** Creating, Presenting, Responding and Connecting

**Title:** Investigating Contemporary Art and Practice

### **Summary of Assessment:**

**Responding:** Students collaboratively examine and respond to a body of contemporary artworks in order to make interpretations of meaning conveyed through such works.

**Creating:** Students use knowledge gained to experiment, plan, and make their own artworks to express meaning relevant to a theme, idea, or enduring understanding deemed important to their collaborative group.

**Connecting:** Students develop and artist statement to accompany their work and prepare both to display.

**Presenting:** Students collaboratively exhibit their work and develop and exhibition narrative to guide viewers.

**Assessment Tools:**

Strategies for Embedding in Instruction: Page	Suggested Scoring Tools:
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Knowledge, Skills and Vocabulary: Page	Resources Needed for Task Implementation:
Differentiation Strategies and Strategies for Inclusion: Page	Assessment Focus Chart:

**Strategies for Embedding in Instruction:**

**Responding:** Students collaboratively examine and respond to a body of contemporary artworks in order to make interpretations of meaning conveyed through such works.

**Interpret**

1. Students observe and respond to a diverse selection of contemporary art that exemplifies a range of contemporary art practices.
2. Students interpret artworks by analyzing how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.
3. Students investigate how these contemporary artists engage in artistic practice, considering their use of materials, approaches to content, and how they choose present their artworks for an audience.

(Students use knowledge gained to experiment, plan, and make their own artworks to express meaning relevant to a theme or idea important to them as a group.)

**Creating****Experiment/Imagine/Identify**

1. Students review what they have learned about contemporary artworks and contemporary artistic practice.
2. Students discuss themes and ideas they might explore in their own artworks, focusing on what they believe is important to them as a group.
3. Students generate ideas for individual artworks that reflect on and reinforce a collaboratively chosen theme or idea.

### **Investigate/Plan/Make**

4. Students discuss and demonstrate how they might incorporate methods used by contemporary artists as they shape their investigations.

5. Students visually and/or verbally document the process of generating ideas for their artworks.

### **Reflect/Refine/Continue**

6. Students explore and experiment with alternate ways of working with materials and tools during the process of art making.

(Students write an artist statement to accompany their work and prepare both to display.)

### **Connecting**

#### **Synthesize/Relate**

1. Students reflect upon and use art vocabulary to write about their artistic decisions in terms of ideas and how their ideas reflect or reinforce the collaboratively chosen theme or idea.

2. Students reflect upon how they incorporated processes from contemporary artistic practice and how they experimented with alternate ways of working.

3. Students reflect upon the characteristics of quality specific to the artwork and explain how they were used to make revisions.

(Students collaboratively exhibit their work and develop an exhibition narrative to guide viewers.)

### **Presenting**

Students collaboratively exhibit their work and develop an exhibition narrative to guide viewers.

### **Detailed Assessment Procedures**

These statements function as guidelines for structuring assessment programs.

Assessment Expectations:

- A. Students should receive instruction that builds on previous knowledge and skills prior to beginning the assessment.
- B. Knowledge and skills in this assessment should be taught in the classroom.
- C. Students should have adequate opportunity and time to learn what is expected of them.
- D. Expectations for learning should be clearly stated for students prior to beginning the assessments.
- E. Students should have many opportunities to demonstrate what they have learned and to work through difficulties they may experience.
- F. Assessment should represent what has been taught.

**Assessment Administration:**

- A. The teacher should read or present all assessment materials, including glossaries, criteria lists or rubrics, and task prompts, to students prior to beginning the assessment to ensure that the assessment is implemented uniformly.
- B. Students should receive task sheets, glossaries, criteria lists or rubrics, and any other beneficial supporting materials prior to beginning the assessment.
- C. Teachers should check for understanding and answer clarifying questions students may have about the assessment.
- D. Accommodations based on IEPs or 504 plans should be strictly adhered to at all times
- E. Teachers should demonstrate all appropriate and required uses of materials and processes prior to allowing students to begin the assessments.
- F. At all times during the administration of the assessments, safety and adequate supervision should be a high priority with attention being given to adhering to all school, district, and state policies and procedures.
- G. Student learning must be assessed based on identified criteria.
- H. When students work collaboratively, both individual and collective assessment of learning should be done.
- I. Students must be provided with adequate time to complete all components of the assessment.
- J. Feedback about individual performances should be provided to all students during and at the completion of assessments

**Knowledge, Skills, and Vocabulary [focusing on concepts required to successfully complete the task]**

**Key Vocabulary**

art artist statement artistic investigation art making approaches artistic practice and contemporary artistic practice brainstorm context	critique and constructive critique criteria and relevant criteria creativity display formal and conceptual vocabularies image	Innovative thinking Interpret materials media portfolio subject matter
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**Knowledge and Skills [other than Key Vocabulary] Students will:**

(Students collaboratively examine and respond to a body of contemporary artworks in order to make interpretations of meaning conveyed through such works.)

- Observe, analyze, respond to, and interpret a diverse selection of contemporary art.
- Investigate contemporary artistic practices. (Students use knowledge gained to experiment, plan, and make their own artworks to express meaning relevant to a theme or idea important to them as a group.)
- Discuss themes and generate ideas for individual artworks that reflect on and reinforce a collaboratively chosen theme or idea. • Explore and experiment with materials and tools. (Students write an artist statement to accompany their work and prepare both to display.)
- Reflect upon artistic decisions in their artist statement. (Students collaboratively exhibit their work and develop an exhibition narrative to guide viewers.)
- Provide reasons for grouping artworks.
- Prepare artworks for display.
- Guide viewers in understanding how the artworks address the theme or idea

**Differentiation Strategies** (Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)

- A. Present instruction/resources verbally and visually.
- B. Modify tools and materials for use by students with disabilities.
- C. Adjust timelines to provide additional time for students with disabilities to complete work.
- D. Provide various means through which students with disabilities can communicate their ideas or questions.
- E. Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics.
- F. Provide varying means through which students can express what they have learned.
- G. Encourage students to explore various subtopics of a larger topic or issue.
- H. Identify student readiness and learning differences and modify instruction to meet varying needs of students.
- I. Have student work in group with defined jobs, allowing for writing and verbal abilities to share thoughts/opinions.

**Scoring Devices** [rubrics, checklists, rating scales, etc. based on the Visual Arts Standards and Traits]

The attached resources are examples of scoring devices that can be used to support assessment. Art educators may use these examples as a reference for constructing their own devices applicable to their teaching style or context. A variety of scoring devices are included to reflect the varied ways that learning in the arts can be assessed. In some cases, the language of the Performance Standards was modified for student use.

### **Scoring Device**

#### **A: 8th Grade Assessment Holistic Rubric - Teacher's Formative Assessment Check for the Assessment.**

In this sample tool the Brief Description of the Assessment statements and the Key Traits are included to demonstrate how the key traits may be used to assess student learning in the various stages of the assessment. This device can be used by teachers to formatively assess student learning. The qualitative descriptions provide illustrations of how well the student met the prompt.

**Scoring Device B: 8th Grade Standards-Based Holistic Rubric**

For this sample rubric, the Performance Standards are aligned to demonstrate how each of the artistic processes is addressed in the rubric. The qualitative descriptions relate to how well the student met the performance standards.

**Scoring Device C: 8th Grade Standards-Based Holistic Checklist**

This sample device provides a rubric that includes the Performance Standards and a listing of evidence to be found in students' performances that relate to the anticipated outcomes of the Model Assessment.

**Scoring Device D: 8th Grade Student Self-Critique Form**

This sample device may be used by students following completion of the assessment to self-evaluate the scope of learning they have achieved.