

# I can... ART

Name: 01E35-14

Room: \_\_\_\_\_

- interpret the subject-matter, technique, and style of artworks.
- create artwork describing a place which is important to me.
- create an artwork inspired by master artworks.
- create an artwork that has attention to detail and media skills.
- create an artwork effectively using techniques to create an illusion of space.
- write an artist statement reflecting on my artistic choices and inspirations.

## How can art record and present aspects of life?

Art can give an influence/represent and symbolize a tragic event in history. Art can also give a mood or feeling towards a scene/event.

Art can also give a mood or feeling.

# ART REFLECTION

Name:

Room:

**What inspired your artwork?** (Include examples of how you used the learning from the artists studied.)

**Content**

I drew a picture of The Motherland Calls because it is located where my mother and family is from.

**Style**

I chose to do very plain colors such as what Mark Rothko used. The statue represents a tragic time in history.

**Technique**

I used watercolor and drew a very open space, just as J.M.W. Turner did.

2 stars (things you are proud of)

**Overall I think my artwork is successful because:**

I was able to create a recognizable sketch of the Motherland Calls, and I was able to stay in the lines, even though I was using watercolor.

**I wish** (If I were to do these creative activities again, I would do these things differently:

I would have used more than one coat of watercolor because it turned out very pale.

**How can I use this learning again? How did I become a better artist?**

If I were to do these creative activities again, I would do these things differently:

First, I would use this learning again because I would be able to draw a self portrait and know how to use watercolor.

01E35-14

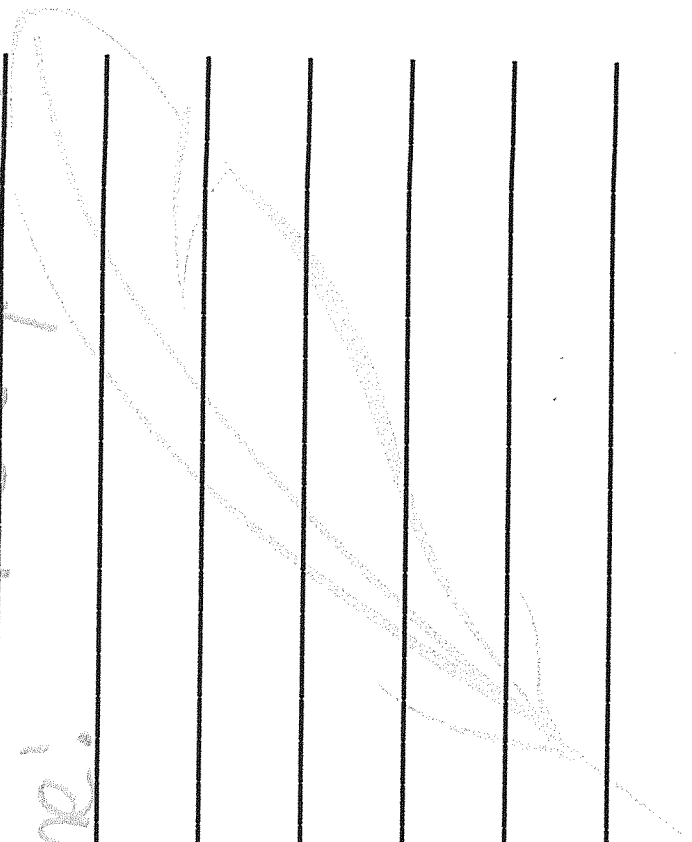
## Artist's Statement

My artwork does not only represent one of the greatest statues of all time, but it symbolizes my heritage.

In order to create this artwork, I used watercolor paints to create an illusion of space, just as J.M.W. Turner did. I used the watercolor with a thick brush to make long, flowing strokes. The plain colors that I used were to keep the viewer from noticing the colors, so the viewer would be focused on the statue.

My artwork is of "The Motherland Calls," which is located where my mother and family

is from. My work of art  
shows a statue of one of the  
harshes battles in history that  
made me, me!



Teacher's Formative Assessment Checklist for the Assessment

Student Name 01E35-14 Date \_\_\_\_\_

Short Description of the Assessment/Key Traits	No evidence	Limited evidence	Sufficient evidence	Strong evidence
<p>Students collaboratively observe, analyze, and respond to a body of artworks about places, focusing on content, style, and technique.</p> <p>(Responding)</p> <ul style="list-style-type: none"> <li>• Discuss various ideas about places presented in works of art.</li> <li>• Share personal interpretations of the works of art.</li> <li>• Discuss classmates' interpretations of artworks about places</li> <li>• Discuss the settings within each artwork and draw conclusions about the ideas and mood conveyed.</li> </ul>	<p>Student observed the art work but did not respond to any questions or make comments.</p>	<p>Student observed and analyzed the art work and made limited contributions to the discussion.</p>	<p>Student observed, analyzed and responded to a diverse selection of artworks about places, focusing on content, style and technique.</p>	<p>Student insightfully observed, analyzed and responded in multiple ways to a diverse selection of artworks about places, focusing on content, style and technique.</p>
<p>Students create an artwork that communicates something about a place that has significance for them, and is inspired by the content, style, or technique of artworks observed and analyzed while demonstrating quality craftsmanship through appropriate use of materials, tools, and equipment.</p> <p>(Creating)</p> <ul style="list-style-type: none"> <li>• Document and explain the early stages of beginning their creative work.</li> <li>• Choose content, style, or technique and demonstrate craftsmanship in creating a work of art about a place that has personal significance.</li> <li>• Create a work of art that communicates personal significance of a place.</li> <li>• Describe how personal artwork reflects inspiration obtained through observing and analyzing artworks.</li> <li>• Use art vocabulary in artist statements to explain the choices made to visually communicate ideas about a place that has personal significance.</li> </ul>	<p>Student created an artwork with lack of concern for craftsmanship, place, or observed art work.</p>	<p>Student created an artwork that demonstrates developing craftsmanship and communicates about a place of significance for them or shows inspiration from the content, style, or technique of artworks observed and analyzed</p>	<p>Student created an artwork that demonstrates quality craftsmanship while communicating something about a place that has significance for them and is inspired by the content, style, or technique of artworks observed and analyzed.</p>	<p>Student created an artwork that demonstrates exceptional craftsmanship while communicating something about a place that has significance for them and is inspired by the content, style, and/or technique of artworks observed and analyzed.</p>

<p>Students write an artist statement to be displayed with their completed artwork.</p> <p>(Connecting)</p> <ul style="list-style-type: none"> <li>• Use formal and conceptual vocabularies to describe how places are seen in new ways.</li> <li>• Explain how a work of art helps us understand the lives of people in different times, places, and cultures.</li> <li>• Demonstrate an understanding of how art can record and present certain aspects of life.</li> <li>• Use art vocabulary in artist statements to explain the choices made to visually communicate ideas about a place that has personal significance.</li> </ul>	<p>Student wrote an artist statement but did not explain choices made.</p>	<p>Student wrote an artist statement and minimally explained choices made.</p>	<p>Student used art vocabulary in an artist statement to explain the choices made to visually communicate about a place that has personal significance.</p>	<p>Student used art vocabulary in an advanced manner in an artist statement to thoroughly explain the choices made to visually communicate about a place that has personal significance.</p>
<p>Students present their artworks and artist statements for a group discussion about an appropriate location for physically or digitally displaying the finished work and how a display communicates information and ideas to the viewer.</p> <p>(Presenting)</p> <ul style="list-style-type: none"> <li>• Choose exhibit sites based on themes of completed student artwork.</li> <li>• Explain how an art work fits a chosen location.</li> <li>• Explain how presenting art physically or digitally influences the message being communicated.</li> </ul>	<p>Student presented artwork without artist statement and did not participate in a group discussion</p>	<p>Student presented his/her artwork and artist statement and made limited contributions to a group discussion about an appropriate location for physically or digitally displaying the finished work.</p>	<p>Student presented his/her artwork and artist statement and participated in a group discussion about an appropriate location for physically or digitally displaying the finished work.</p>	<p>Student presented his/her artwork and artist statement and significantly participated in a group discussion about an appropriate location for physically or digitally displaying the finished work.</p>

**Sample Scoring Device C: 5th Grade Standards-Based Holistic Rubric**

NOTE: For this 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.

5th Grade Standards-Based Holistic Rubric

Student Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Performance Standards:</b>	<b>No evidence</b>	<b>Limited evidence</b>	<b>Sufficient evidence</b>	<b>Strong evidence</b>
<b>Creating</b>	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.
Combine ideas to generate an innovative idea for art-making.	In the process of generating ideas for art making, does not consider ideas about content, style, and technique used in artworks investigated along with ideas about places that have personal significance.	In the process of generating ideas for art making, ineffectively combines ideas about content, style, and technique used in artworks investigated along with ideas about places that have personal significance.	In the process of generating ideas for art making, combines ideas about content, style, and technique used in artworks investigated along with ideas about places that have personal significance.	In the process of generating ideas for art making, effectively combines ideas about content, style, and technique used in artworks investigated along with ideas about places that have personal significance.
Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	Does not demonstrate quality craftsmanship through appropriate use of and care for materials, tools, and equipment.	Occasionally demonstrates quality craftsmanship through appropriate use of and care for materials, tools, and equipment.	Demonstrates quality craftsmanship through appropriate use of and care for materials, tools, and equipment.	Demonstrates exceptional craftsmanship through appropriate use of and care for materials, tools, and equipment including work space.
Identify, describe, and visually document places and/or objects of personal significance.	Creates a work of art that does not communicate about a place of personal significance and is not inspired by content, style, or technique of artworks observed and interpreted.	Creates a work of art that communicates about a place of personal significance but is not inspired by content, style, or technique of artworks observed and interpreted.	Creates a work of art that communicates about a place of personal significance and is inspired by content, style, or technique of artworks observed and interpreted.	Creates a work of art that communicates about a place of personal significance and is clearly inspired by content, style, and/or technique of artworks observed and interpreted.
Create artist statements using art vocabulary to describe personal choices made in art-making.	Creates an artist statement but does not use art vocabulary or describe personal choices.	Creates an artist statement but does not include art vocabulary.	Uses art vocabulary in artist statement that explains the choices made to communicate ideas or reflect inspiration from artworks.	Uses advanced art vocabulary in artist statement that thoroughly explains the choices made to communicate ideas and reflect inspiration from artworks.
<b>Presenting</b>	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.

Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	Provides input regarding a suggested location or a suggested format for display, but does not address ideas and information communicated.	Provides input regarding how a suggested location or a suggested format for display impacts ideas and information communicated.	Provides input regarding how a suggested location and format for display impact ideas and information communicated.	Provides compelling input regarding how a suggested location and format for display impact ideas and information communicated.
<b>Responding</b>	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.
Compare one's own interpretation of a work of art with the interpretation of others.	Provides own interpretation of an artwork but does not compare it to a classmate's interpretation of the same artwork.	Identifies some of the obvious similarities and differences between own interpretation of an artwork and a classmate's interpretation of the same artwork.	Identify obvious similarities and differences between own interpretation of an artwork and classmates' interpretations of the same artwork.	Identifies obvious and subtle similarities and differences between own interpretation of an artwork and classmates' interpretations of the same artwork.
Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	Describes few to no characteristics of form and structure, contextual information, subject matter, visual elements, and use of media and draws limited to no conclusions about ideas and mood.	Describes some characteristics of form and structure, contextual information, subject matter, visual elements, and use of media and draws limited conclusions about ideas and mood.	Describes characteristics of form and structure, contextual information, subject matter, visual elements, and use of media and draws conclusions about ideas and mood.	Describes characteristics of form and structure, contextual information, subject matter, visual elements, and use of media and draws highly plausible conclusions about ideas and mood.
<b>Connecting</b>	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.



Apply formal and conceptual vocabularies of art and design to see surroundings in new ways through art-making.	Does not apply newly learned vocabularies in creating a work of art that communicates about a place of personal significance.	Applies some newly learned vocabularies in creating a work of art that communicates about a place of personal significance.	Applies newly learned vocabularies in creating a work of art that communicates about a place of personal significance in a new way.	Clearly applies newly learned and previously learned vocabularies in creating a work of art that communicates about a place of personal significance in an innovative way.
Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	Does not address the question "How can art change an individual's or society's beliefs, values, or behaviors?" through artist statement or group discussion.	Minimally addresses the question "How can art change an individual's or society's beliefs, values, or behaviors?" through artist statement or group discussion.	Adequately addresses the question "How can art change an individual's or society's beliefs, values, or behaviors?" through artist statement or group discussion.	Insightfully addresses the question "How can art change an individual's or society's beliefs, values, or behaviors?" through artist statement and group discussion.

Comments:

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**Sample Scoring Device D: 5th Grade Standards-Based Holistic Check List**

NOTE: 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 outcomes of the Model Cornerstone Assessment.

5th Grade Standards-Based Holistic Check List

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Performance Standards	Evidence	Not Observed	Observed	Comments
<b>Creating:</b> Combine ideas to generate an innovative idea for art-making.	In the process of generating ideas for art making, combines ideas about content, style, and technique used in artworks investigated along with ideas about places that have personal significance.		✓	
Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	Demonstrates exceptional craftsmanship through appropriate use of and care for materials, tools, and equipment including work space.		✓	
Identify, describe, and visually document places and/or objects of personal significance.	Creates a work of art that communicates about a place of personal significance and is inspired by content, style, and/or technique of artworks observed and interpreted.		✓	Heritage!
Create artist statements using art vocabulary to describe personal choices made in art-making.	Uses art vocabulary in artist statement that explains the choices made to communicate ideas and reflect inspiration from artworks.		✓	

<p><b>Presenting:</b> Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</p>	<p>Provides input regarding how a suggested location and format for display impact ideas and information communicated.</p>		✓	
<p><b>Responding:</b> Compare one's own interpretation of a work of art with the interpretation of others.</p>	<p>Identify obvious similarities and differences between own interpretation of an artwork and classmates' interpretations of the same artwork.</p>		✓	
<p>Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p>	<p>Describes characteristics of form and structure, contextual information, subject matter, visual elements, and use of media and draws conclusions about ideas and mood.</p>		✓	Great connecting
<p><b>Connecting:</b> Apply formal and conceptual vocabularies of art and design to see surroundings in new ways through art-making.</p>	<p>Applies newly learned vocabularies in creating a work of art that communicates about a place of personal significance in a new way.</p>		✓	

Additional Comments:

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	Limited Progress	Steady Progress	Mastered
<b>Pre-Planning</b>	The student explored one way to approach an art problem.	The student explored more than one way to approach an art problem and made connections to previous knowledge.	The student explored several choices before selecting one; made connections to previous knowledge; and demonstrated problem solving skills.
<b>Composition</b>	Student work applies some newly learned and previously learned art elements and principles of design.	Student work applies most newly learned and previously learned art elements and principles of design.	Student work clearly applies newly learned and previously learned art elements and principles of design.
<b>Art Media</b>	Student artwork is incomplete and/or does not reflect pride and attention to detail.	Student work demonstrates ownership and pride with some attention to detail and mastering of media skills.	Student work demonstrates ownership and pride through attending to detail, making work aesthetically pleasing, and mastering media skills.
<b>Self-Expression</b>	Student work does not communicate a personal interest or experience.	Student work communicates a personal interest or experience.	Student work clearly communicates a personal interest or experience supported by content, style, and/or technique.
<b>Reflection</b>	Student is able to explain some decisions made in creating, but does not make a connection between these choices and personal interest or experience.	Student is able to explain decisions made in creating and connect how these choices express a personal interest or experience.	Student is able to explain decisions made in creating, how an idea is expressed through their artwork, and the influences for their work.