

ArtFusion



Art Integration Mentors
K - 5 Visual Arts Assessment
Adapted from "One of a Kind Shoe" CBPA, 2/25/10



Teacher Prep

Adapted from the “One of a Kind Shoe” Classroom Based Performance Assessment

Test Administration

Students may have as much time as they need to complete the task.

Provide the class with the student prompt, response sheet, rubrics, glossary, and any other required materials prior to beginning the task. Students may highlight and write on these materials during the assessment. Instruct the students to look at the following student pages. Have the students read the directions to themselves as you read them aloud. Answer any clarifying questions the students may have before you instruct them to begin. If this assessment is used for reporting purposes, circle the scoring points on the cover page of the individual student pages.

Materials and Resources-

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced tasks, including the glossary of terms
- classroom set of reproduced student response sheets
- a student’s sports/tennis shoe
- pencils and erasers
- one 9 x 12 sheet of white drawing paper per student

Teacher Preparation Guidelines

- This assessment is an individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Ask students to wear sports/tennis shoes to class the day of the task. Be sensitive to student needs. If necessary, students can use the second shoe of a classmate.
- Students should place their shoe on their desktop in a side view position.
- Students may dictate response sheet answers as necessary to meet student needs. Students may use resources that are visual in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- When teachers are administering the assessment, students may ask questions to clarify the process. Students should be encouraged to ask questions at any time throughout the assessment administration.
- Accommodations for special needs and limited English speakers:
 - a. Students may dictate response sheet answers for transcription by an instructional aid.
 - b. The student may give the written and/or recorded responses in their first language.
 - c. We request a written and/or verbal English translation for consistency

Suggested Timeframe

Creating - Suggested time only:

10 minutes: The teacher provides the class with the item and reads it aloud.

The students may ask questions. The teacher answers any questions asked and distributes all materials.

40 - 60 minutes: The students have time to complete a contour drawing of their shoe from observation, and to add lines to create six basic shapes inside the shoe.

Responding - Suggested Time:

5 minutes: The teacher distributes all materials to the students.

40 minutes: The students complete the response sheet.

Prompt

Adapted from the "One of a Kind Shoe" Classroom Based Performance Assessment

Read the following:

A shoe company has recently moved into your area. The owner of the shoe company visited your class and explained the role of a graphic illustrator as a person that designs and draws ideas for future products. The owner has hired you as a graphic illustrator to design and name an athletic/sports shoe that will appeal to a person your age.

The shoe company owner requires that your drawing demonstrates an understanding of the elements of line, value, and texture. The owner will give you time to sketch your plan and create your drawing. Your shoe design and written response will be presented to the shoe company owner for final approval.

The shoe company owner explains that you must meet the following task requirements when creating the illustration of your shoe:

- Use a pencil to draw an outline (**contour** line) of the sports/tennis shoe.
- Work large, from direct observation, and fill the page.
- Use lines to create at least *six* basic **shapes** you see inside the shoe (for example, sole, heel, toe, ankle support, tongue, shoelaces, or hook-and-loop closures).
- Create **values** and **textures** that add details to your shoe. (The white of the paper will not be considered a value or a texture.)
 - Use repetition of *four* **line types** (horizontal, vertical, diagonal, curved, zigzag) throughout your design.
 - Use line types to make *three* different **values** (light, medium, dark) in your design.
 - Use line types to make *three* of the following different **textures** (techniques to create textures are: stippling, hatching, cross hatching, scribbling, broken lines, repeating lines and shapes) in your design.
- Use your imagination to name your shoe.

The shoe company owner explains that you must meet the following requirements when responding to your shoe illustration:

- Name the shoe and explain why you gave it this name.
- Draw and name *four* line types used in your illustration.
- Draw and name *three* different **values** (light, medium, dark) you used in your illustration.
- Draw and name the different **textures** using *three* of the following techniques to illustrate textures in your illustration (stippling, hatching, crosshatching, scribbling, broken lines, repeating lines and shapes.)

Drawing

Required elements: 6–basic shapes, 4–line types, 3–textures and fill the page with your drawing

Shoe Name _____

Written Response Sheet

Adapted from the "One of a Kind Shoe" Classroom Based Performance Assessment

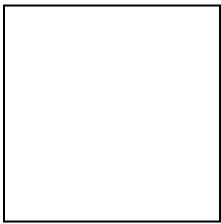
Student Name _____ **Grade Level** _____

1. What did you name your shoe?

Why did you give it this name? _____

Student Score					
<i>circle one for each</i>					
Creating (line)	4	3	2	1	0
Creating (E&P)	4	3	2	1	0
Responding	4	3	2	1	0

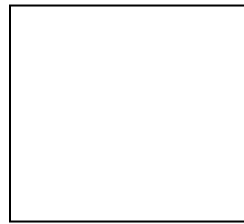
2. In each box, draw an example of the different types of lines you used in your drawing and describe where it is located on the shoe.



Line Type #1



Line Type #2



Line Type #3

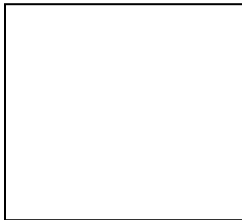


Line Type #4

Name _____ Name _____ Name _____ Name _____

Location _____ Location _____ Location _____ Location _____

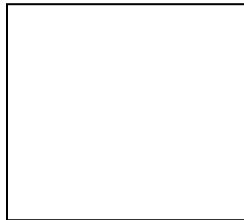
In each box, draw three different values in your illustration. Label each value and describe where it is used.



Value Type #1

Label _____

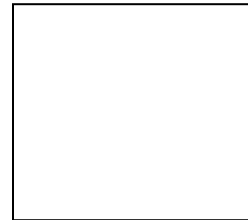
Location _____



Value Type #2

Label _____

Location _____

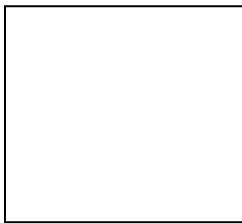


Value Type #3

Label _____

Location _____

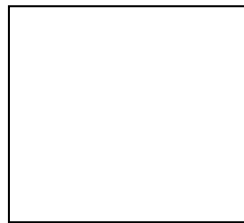
3. In each box, draw three different textures in your illustration. Label each texture and describe where it is located on the shoe.



Texture Type #1

Label _____

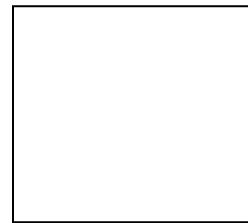
Location _____



Texture Type #2

Label _____

Location _____



Texture Type #3

Label _____

Location _____

Glossary

Adapted from the "One of a Kind Shoe" Classroom Based Performance Assessment

contour -- the outline of a shape

line types -- the variety of directions that a line may have: vertical, horizontal, diagonal, curved, zigzag

repetition -- the repeated use of art elements to create pattern, movement, rhythm, and unity

shape -- an element of art-- a two-dimensional (flat) area enclosed by line

geometric -- any shapes and/or forms based on math principles, such as a square/cube, circle/sphere, triangle/cone, pyramid, etc.

organic -- shapes and/or forms similar to those found in nature, such as plants, animals and rocks, often curvilinear in appearance

texture -- an element of visual arts; portrays surface quality; how something feels or appears to feel; some drawing techniques to create texture and patterns are: stippling, hatching, cross-hatching, scribbling, broken lines, repeating lines and shapes

types include:

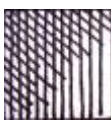
actual texture -- how something actually feels when touched

visual texture -- how something appears to feel; Also called **simulated texture** or **implied texture**

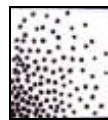
some examples of visual texture techniques using line and shape are: hatching, cross-hatching, stippling, scribbling, repeating lines and shapes, smudging/blending



hatching



cross-hatching



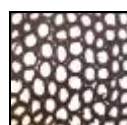
stippling



scribbling



repeating broken lines



repeating shapes



smudging/blending

value -- an element of visual arts; the lightness or darkness of a line, shape, or form

line type -- the variety of directions that a line may have; vertical, horizontal, diagonal, curved, zigzag

examples of **line types** used to create value:



vertical



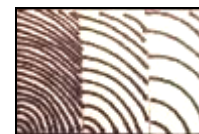
horizontal



diagonal



zigzag



curved

Scoring Guide

Adapted from the "One of a Kind Shoe" Classroom Based Performance Assessment

Creating – Line Rubric (1.1.1, 1.1.2, 2.1, 2.2, 2.3, 3.1, 3.2 and 4.5)

4	A 4-point response: The student uses four line types (horizontal, vertical, diagonal, curved, zigzag) throughout the shoe design illustration.
3	A 3-point response: The student uses three line types throughout the shoe design illustration.
2	A 2-point response: The student uses two line types throughout the shoe design illustration.
1	A 1-point response: The student uses one line types throughout the shoe design illustration.
0	A 0-point response: The student uses zero or one line type throughout the shoe design illustration.

Creating - Elements and Principles of Art Rubric (1.1.1, 1.1.2, 2.1, 2.2, 3.1, 3.2 and 4.5)

4	A 4-point response: The student demonstrates a thorough understanding of the elements and principles of art in the shoe design illustration by meeting all four of the task requirements listed below: <ul style="list-style-type: none">• uses a contour line to draw the shoe large enough to fill the page• uses lines to create at least six shapes within the contour of the shoe• uses repetition of lines to create three different values (light, medium, dark)• uses repetition of lines to create three different textures.
3	A 3-point response: The student meets three of the four task requirements listed above.
2	A 2-point response: The student meets two of the four task requirements listed above.
1	A 1-point response: The student meets one of the four task requirements listed above.
0	A 0-point response: The student meets none of the four task requirements listed above.

Responding (2.1, 2.2, 2.3, 3.2, and 4.5)

4	A 4-point response: The student demonstrates a thorough understanding of the elements of art in the response by meeting all four of the task requirements listed below: <ul style="list-style-type: none">• names the shoe• names and draws the four types of lines correctly• identifies and shows three different values (light, medium, dark) accurately• identifies and shows three different textures accurately.
3	A 3-point response: The student meets three of the four task requirements listed above.
2	A 2-point response: The student meets two of the four task requirements listed above.
1	A 1-point response: The student meets one of the four task requirements listed above.
0	A 0-point response: The student meets none of the four task requirements listed above.

NOTE: EALR 3 and 4 are naturally and authentically embedded in the prompts and rubrics of this assessment, even when not specifically measured.