

STUDENT LEARNING OBJECTIVE FORM

Teacher Name: Art Teacher 1	School: Example Elementary	Grade level: 3 rd Grade
Content Area: Elementary Art	Course Name: NA	Period: NA

Student Population	
Total Number of Students: <u> 50 </u>	
Additional Information: This includes all of my 3 rd grade students (2 classes). I see them 2 times per week for 50. minutes.	
Instructional Interval	
Year	Semester Other: _____

SLO Components		Description
Student Learning Goal	Learning Goal	Students will create works of art from observation that demonstrate elements of art (e.g., line, form, space and color), and design principles (e.g., balance, repetition, contrast) appropriate for 3 rd grade as well as including representational and expressive techniques. Students will explain how they have addressed some elements of art and principals of design in a work of art.
Standards Reference	Standards Reference	Colorado Academic Standards, Visual Arts: Standard 2: Envision and Critique to Reflect GLE 2: Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design <ul style="list-style-type: none"> • Demonstrate and apply critique of personal work and the work of others in a positive way Standard 3: Invent and Discover to Create GLE 1: Use Basic media to express ideas through the art-making process <ul style="list-style-type: none"> • Demonstrate with art media the use of basic characteristics and expressive features in art and design • Communicate an idea visually • Make works of art based on a familiar idea GLE 2: Demonstrate basic studio skills <ul style="list-style-type: none"> • Create two- and three-dimensional works individually and collaboratively • Select tools and materials as directed for a given project or purpose
Rationale for the Learning Goal	Rationale for the Learning Goal	In third grade, students should expand the ways they draw and know there is more than one way to depict figures. In 2nd grade, students begin to develop exposure to drawing from observation, but this is the first year this skill is explicitly discussed along with the differences of drawing from memory. It is developmentally appropriate for student to hone their ability to make conscious choices regarding media, concepts, and technique to represent the observable world. It is also critical for students to become more mindful of how those choices affect their artwork and that they are able to describe those choices. Students will be exposed to new mediums, including oil pastels and printmaking. These experiences will expand their opportunities to make choices in their artwork and to experiment with technique. This learning goal has a DOK level 3 because students must plan and make choices as they develop their works of art and justify those choices. All of this requires them to

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		<p>engage in strategic thinking.</p> <p>I have the benefit of having taught almost all of my third grade students in first and second grade. I reviewed this cohort’s portfolios from the end of last year. The portfolios showed that while students are working with line, color, shape, and pattern, they are not relating parts to the whole, attending to detail, nor mixing representational and expressive techniques.</p>
	Success Criteria	<ul style="list-style-type: none"> • Art work includes evidence of the development of an idea. • Art work relates to what was observed. • Art work is a complete composition that fills the space provided. • Student uses tools and supplies carefully (little evidence of smudges, extraneous marks, etc.). • Student recognizes and identifies elements and design principals in works of art done by others. • Student art work has some recognizable use of the elements of art and principles of design. • Student identifies a relationship between elements/principles and responses by viewers of art created by others. • Student intentionally applies elements/principals to express an idea in a work of art. • Student explains how their choices regarding elements/principals relates to the ideas they are communicating.
End of Interval Measures and Scoring	Evidence Sources (Assessment Instruments or Tasks)	<p>All students will create a portfolio consisting of 3 final art pieces completed from observation. The holistic portfolio should illustrate the following: appropriate composition, color, and shape, as well as a mixture of representational and expressive techniques. All pieces of art in the portfolio will be completed during class time, but students will select from among more than three which they will include in their portfolio. Final portfolio presentations will take place in class, during the last two weeks of class. During their presentations, students will explain how they used the elements of art and principles of design in the pieces they chose for their portfolio.</p>
	Alignment of Evidence to Learning Goal	<p>Both my learning goal and the evidence sources I will use to determine if students have met the goal require DOK 3 level thinking from my students. The tasks require students to plan, make choices, and explain or justify the choices they have made. They must apply several elements of art and principles of design and explain their choices.</p>
	Collection and Scoring (attach scoring guide/ rubric)	<p>A colleague and I created a 10-point rubric indicating evidence of technique, medium choice, and design-making as seen through the art and in explanation. We shared it with an Arts Education group we belong to, received critical feedback, and made revisions. The rubric is divided into 3 sections corresponding to the 3 elements of the goal statement: observational art making, use of materials and techniques, and ability to explain process and decision-making. Each section has 3 or 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. The three pieces of part included in each student portfolio and their presentations of their portfolio will be scored. The scores will be assigned the following performance categories:</p>

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		<ul style="list-style-type: none"> Limited Command: 0 - 3.49 Partial Command: 3.5 - 6.49 Strong Command: 6.5 - 8.49 Distinguished Command: 8.5 - 10.0 <p>Students must receive at least a “strong command” rating to meet the Growth Goal.</p>
Performance Targets	Baseline Evidence Sources (at the beginning of interval)	<p>I examined this cohort’s portfolios from the end of last year (multiple evidence sources including at least two projects completed in the last month of the school-year).</p> <p>During the first month 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 choice 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 progress and choices.</p>
	Performance Groups	<p>I used students portfolios from the end of the year and their self-portraits to identify three instructional groups:</p> <ul style="list-style-type: none"> Low – (8 students) - these students did not relate parts to whole in any of their pieces in their portfolio. Their self-portraits were not recognizable as representing a person. Typical – (41 students) - These students began to represent themselves in their self-portraits -- including selecting colors intentionally. Similar evidence of composition and some intentional use of color were evident in their portfolios. High – (1 student) - One student made more intentional choices with shape, line and color across all pieces in his portfolio and his self-portrait. He was also able to explain why he made certain choices in his self-portrait.
	Performance Targets	<p>These targets ensure all three elements of the goal statement are being assessed at the [end of the] year; observational art making, use of materials and techniques, and ability to explain process and decision-making.</p> <ul style="list-style-type: none"> All of my low students will show at least partial command by the end of the year All of my typical students will show strong or distinguished command by the end of the year My single high student will show distinguished command by the end of the year
	Rationale for Targets less than meeting the goal	<p>Students in my low instructional group start significantly behind the rest of the students in their class. They must start to relate part to whole in works of art and should begin to recognize elements of art in their work and the works of others. They may not be able to explain their choices as they are just starting to be able to make them. This still represents significant growth for this group of students.</p>
Progress Monitoring	Check Points (Learning Progression)	Associated Progress Monitoring Evidence Sources (Assessment Instruments or Tasks used during the interval)
	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how individuals can have different opinions about works of art. Describe common characteristics and 	<ul style="list-style-type: none"> I will observe students in groups as they discuss their opinions about different works of art and why they have those opinions. Art Review Assignment 1: Identification of

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	<p>expressive features of art and design in familiar works of art.</p> <ul style="list-style-type: none"> • Make a work of art based on a familiar idea that communicates that idea visually. • Compare and contrast the basic features of familiar works of art. • Select tools and materials for a given project or purpose. • Create a work of art that demonstrates basic characteristics of art/design. <ul style="list-style-type: none"> • Articulate the connection between personal emotional responses and ideas communicated in works of art. • Create a work of art that demonstrates expressive features. <ul style="list-style-type: none"> • Create works of art from observation using a variety of mediums (including drawing with oil pastels, printmaking, collage, and painting) that demonstrate visual arts concepts (visual composition, color, and shape), as well including as a mixture of representational and expressive techniques. Explain how visual composition, color and shape have been addressed in the works of art. 	<p>characteristics and expressive features in a series of familiar works of art.</p> <ul style="list-style-type: none"> • Art Project 1: Initial Self-Portrait pencil drawing. <ul style="list-style-type: none"> • Self Portraits Comparison Assignment (using several self-portraits done by famous artists from different time periods) • Art Projects 2 and 3: Each of these projects will include students making some choices about tools and materials that they use. <ul style="list-style-type: none"> a. Art project 2: Design and construct a block print featuring geographic and cultural characteristics of 19th century Japan using Styrofoam and linoleum blocks and the appropriate tools. Design kimono pieces with a floral and geometric pattern and assemble a paper figure in the style of the culture of Japan. b. Create a sun face in the style of Mexican contemporary folk artists and embellish your work with yarn painting. Understand the connection of contemporary Mexican sun faces and the ancient Aztec sun stone calendar. • Art Reflection <ul style="list-style-type: none"> • Art project 4: Art and Architecture -- Students will begin by identifying the expressive features—such as space, line, shape and form—found in architecture and use them to create a collage. Then students will create a specialized home reflecting the specialized needs of a specific community or individual; both in a 2D sketch and a finalized 3D model. Students will reflect upon their learning in a class presentation of the model home and a letter describing the new home’s specialized features. <p>End of interval evidence sources described above.</p>

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	Instructional Strategies	Student progress will be monitored through short and longer-term art projects across the year. I will make just-in-time adjustments as students work on different pieces to help them consider their choices related to elements of art. A second-semester visit from a visiting artist will be used to simulate the end-of-year portfolio presentation at which time students will present and discuss one of their current works in progress (likely the art in architecture project). This will allow me to determine if students are on-track to meet the Learning Goal. Students 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 their own work and that of their peers. This will occur approximately monthly. I have a student teacher working with me for second semester which will allow me to provide more intensive support for students who need it based on review of their progress. Students will be selected for intensive support from me (allowing my student teacher to work with the rest of the class) after each project (approximately once a month).
Results	Student Performance Results	TBD
	Targets Met	TBD
	Teacher Performance	<p>This learning goal is worth 30% of the teacher's over-all performance rating. Teacher performance will be determined based on students having met the performance targets with the following distribution of points:</p> <ul style="list-style-type: none"> • All students meet their performance targets = 30 points • 80% of students meet their performance targets = 25 points • 60% of students meet their performance targets = 20 points • 50% of students meet their performance targets = 15 points • 30% of students meet their performance targets = 10 points • 10% of students meet their performance targets = 5 points • No students meet the performance targets = 0 points