

## What is it we expect students to learn? Identifying Essential Standards

Grade Level: 8th Grade

Subject: Art

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1. Standard/Description	2. Evidence of Proficiency	3. Prior Skills Needed	4. Common Summative Assessment	5. When Taught?	6. Enrichment Standards
<p>1. Follow a sequence of instructions thoughtfully and thoroughly HP2, NH5</p>	<p>The student will be able to complete a project after being presented with 3 different styles of instruction: verbal, written and visual demonstration with a reasonable level of independence (less than 10 questions from start to finish)</p>	<p>This form of instruction is practiced and monitored every year so that the level of instruction and progression correlates with the age and the experiences of the student</p>	<p>Did the student complete the project as it was assigned? Does the finished product display the processes that were required? * These questions are addressed in a scoring guide to evaluate the process the student for each assessment.</p>	<p>All Quarter This criteria is mandatory with every 'big idea' project that is presented</p>	<p>Each project is designed to have open-ended outcomes so students who are capable of going beyond can go past the point of the original project example.</p>
<p>2. Show a consistent improvement in workmanship based on the individual from year to year PP1B, PP3A, EP2A, PP3C</p>	<p>The student will be able to show evidence of growth throughout the course of their middle school classes</p>	<p>Must know and have experiences with all major studio materials: pencils, paint, clay glue, scissors, colored pencils, drawing templates, markers. Must have worked with and can recall their experiences</p>	<p>Scoring Guides, in-class/teacher critiques, written assessments</p>	<p>All Quarter</p>	<p>Each project is designed to have open-ended outcomes so students who are capable of going beyond can go past the point of the original project example.</p>
<p>3. Know and work with the Elements and Principles: Line, Shape, Color, Texture, Value, Form, Space, Balance, Contrast, Emphasis, Movement Pattern, Rhythm, Unity EP1A - 1E, PP3C</p>	<p>The student will be able to implement at least 6-10 Elements and Principles in every piece of work.</p>	<p>Must be able to recognize and integrate E. &amp; P.'s in all processes with ease</p>	<p>All Processes in-Class work, Big Idea/Unit Projects</p>	<p>All Quarter</p>	<p>Those finished can start a maze creation for imagination exercise</p>

4. Experience each of the five main core fine arts: drawing, printmaking, ceramics, painting and mixed media PP1B&C, PP1D, PP2A, EP1A, EP1B&D, EP2A	Students will have the opportunity to work with confidence and know the difference between each of the media	basic shading and value studies, relief printing, sculpting, slab building Vocab: plaster of paris, linoleum cuts, reduction prints, still life	Still value studies, formal and informal relief prints, plaster masks	Throughout the quarter	Each project is designed to have open-ended outcomes so students who are capable of going beyond can go past the point of the original project example.
5. Drawing from Observation AP1A	The student will be able to draw an object/photographic reproduction in front of them using a value scale	Basic drawing experience using real images. Vocab: composition, picture plane, stippling, hatching and cross-hatching, value/shading	Sketches, object drawing, Basic Skills #6	All Quarter	Open-ended drawing opportunities. Extra sketches earn extra points
6. Manipulating Clay AP2A, HC1B, PP2A	The student will be able to manipulate the clay as per the instructions	Must have worked with clay and know the vocabulary for slab building	A slab built lidded container	Between Day 15-20	There are open-ended opportunities and outcomes available to each student

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary.
2. Example/Rigor: What does proficient student work look like? Provide an example and/or description.
3. Prior Skills Needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessment(s) will be used to measure student mastery?
6. When will this standard be taught?
6. Enrichment: What supplementary standards/skills enrich the essential standard?

Mattos, Buffum, Weber, 2010