

Arts Assessment

Student Name: _____

Term #1

Strand: The Arts/Visual Arts

<p><i>Knowledge of Elements</i></p> <ul style="list-style-type: none">▪ Recognize and name the secondary colors of pigment (purple, orange, green);▪ Describe how the secondary colors can be created by mixing the primary colors (e.g., blue and yellow make green);▪ Identify types of lines in art works and in the environment (e.g., horizontal, vertical, diagonal);▪ identify the characteristics of symmetrical shapes and forms (e.g., show that all sides of square objects are the same in length);▪ identify and describe a variety of textures (e.g., rough: tree bark; smooth: plastics; ridged: corduroy fabrics);▪ identify the elements of design in a variety of familiar objects (e.g., colour in clothing, symmetrical forms in buildings) and in works of art;▪ describe different ways in which a variety of art materials, tools, and techniques can be used (e.g., construction▪ paper can be fringed with scissors, used as a background for paintings, cut into shapes to make pictures), and▪ demonstrate understanding of their safe and proper use.	
---	--

<p><i>Creative Work</i></p> <ul style="list-style-type: none"> ▪ make artistic choices in their work, using at least two of the elements of design specified for this grade for a specific purpose (e.g., sharp, jagged lines to depict a bulldozer tearing up trees); ▪ produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings on familiar topics (e.g., using pencil crayons, make a drawing of a tree after observing real trees and trees in works by Emily Carr, Tom Thomson, and Vincent van Gogh); ▪ identify, in a plan, their specific choices of subject matter and tools, materials, and techniques (e.g., a plan to make a picture of their family in which they will use paint and fabric); ▪ identify strengths and areas for improvement in their own and others' art work, and explain their choice (e.g., "I did a good job of cutting out the circles. Next time I will choose a background colour that makes the circles stand out more"). 	
--	--

<p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> ▪ describe the subject matter of a variety of art works from various cultures and periods and in various styles (e.g., Child and Dog by Alex Colville and The Sleeping Gypsy by Henri Rousseau, which depict animals); ▪ describe, using appropriate vocabulary, how artists use the elements of design to create a specific effect (e.g., diagonal lines to suggest movement); ▪ describe the relationship between an art work and their own experiences (e.g., explain how the images used by an artist to represent winter are similar to or different from images that they would use to depict their own experiences of winter). 	
---	--