

Student learning goal statement:

Students will be able to create one-point linear perspective to communicate the illusion of space/depth.

Rationale for Goal:

Exploring Perspective (March - May)/Standard 3 - GLE 3 Apply an understanding of art processes and creative thinking to plan and create art.

Student Population:

Fifth grade students

BOE/Scoring:

Class folder and sketchbook with accumulative one-point perspective work.

Scoring of work based on performance targets below:

4 exceeds standard - targets 1-6 met

3 meets standard - targets 1-4 met and target 5 mostly accurate

2 working towards standard - targets 1-3 met, 4 and 5 attempted

1 does not meet standard - targets attempted but not met

0 not attempt to meet standard

Baseline Data and Performance Groups:

Students will create a one-point linear drawing (room/cityscape) which will be scored for baseline data. Instruction on one-point linear drawing will be given. Sketchbook work will include "we do" approach to perspective drawing. Students will create a second one-point linear drawing (room/cityscape) which will be scored for growth data based on performance targets. Students will evaluate drawings, participate in instructional review of one-point linear drawing and create a third one-point linear drawing (room/cityscape) for scoring.

Performance Targets:

Student work has the following targets:

1 - horizon line,

2 - vanishing point,

3 - straight lines that connect to vanishing point,

4 - items in space show appropriate size variation (foreground, background, middle ground),

5 - perpendicular/parallel lines define structures/space,

6 - details (windows/brick/lettering) show linear perspective.

Baseline _____% of students were proficient on the first one-point linear drawing.

Baseline drawing to second drawing will show growth and second drawing to third drawing will also show growth.

Point Calculation:

80% of students will improve 2 performance targets from baseline drawing to second drawing and

50% of students will improve 1 performance target from second drawing to third drawing = 8 points.

70% of students will improve 2 performance targets from baseline drawing to second drawing and

40% of students will improve 1 performance target from second drawing to third drawing = 6 points.

60% of students will improve 2 performance targets from baseline drawing to second drawing and

30% of students will improve 1 performance target from second drawing to third drawing = 4 points.