

Sample Benchmarks provided by www.FirehousePublications.com

In 2013-14 Three Benchmarks were required of art departments. As the State re-focused benchmark/SGOs expectations our district was fortunate to realize our path and design for benchmarks were “spot on.” Those who opted for fill in the blank, or multiple choice assessments were told those were not acceptable. Districts that still use those formats will likely be told that their benchmarks are not in compliance. Benchmarks are to measure skill based knowledge and graded on a rubric to assess those skills. The samples we provided last year were created with that in mind and are still valid.

2014-15 Five benchmarks are now being required, and still need to focus on skills. One could focus on principles, history, or specific media handling skills, but we have chosen to focus on elements as they are used in every level from K – 12. Every benchmark is required to assess the growing knowledge of focus, in this case, elements.

Contents:

- Benchmark 1 Assessment
- Benchmark 2 Evaluation – SGO1
- Benchmark 3 and 4 Assessments
- Benchmark 5 and Alternate Benchmark 5 Evaluations. SGO2

Sequence:

- **Benchmark 1** is given after a short and concise review of the art elements. As an assessment, it may be re-taken. “5 Hints for success” are *below* and will help students do better on a re-take should one be needed. Though it is possible that a student can achieve advanced understanding on this assessment; one should carefully review the rubric to see that they have truly mastered these skills. Exemplars have been included at the end of this packet.
- **Benchmark 2** is an evaluation, so students are not able to re-take this assessment. Given in October, it is to assess early skills in your department. It is also your SGO1 so students must show improvement from this exam to SGO2. Students are reminded of the date for the assessment, encouraged to study their notes, but the information is not reviewed during class time except for the normal connections to the elements you include in projects or regular assignments. It is possible that a student can achieve advanced understanding on this assessment; one should carefully review the rubric to see that they have truly mastered these skills.
- **Benchmarks 3 and 4** are assessments and can be re-taken. Again the “5 Hints for success” below will be helpful. These benchmarks include elements with other art content like the principles, and color theory.
- **Benchmark 5** operates as your SGO2. It indicates how much, improvement has happened over the year. Benchmarks 1, 2, and 5, include drawing components that increase in complexity and detail allowing for higher levels of evaluation and demonstrating understanding, from observed object, to hand, to portrait. **By increasing complexity students are able to demonstrate higher levels of understanding and growth.** Our experience is that ALL students improve, even those with complex 504 and IEP designations.

5 Hints for success:

- Choose something 3D to draw
- Add shadows in some way
- Use more than 1 texture in your work
- Hint at a background in your work, or use overlap
- Blend colors

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

Skill: Students will identify, illustrate, and compose an explanation to demonstrate their understanding of the art elements.

Benchmark 1

Name _____ Pd. _____

Art 1

Understanding Art Elements: Do a drawing below of an object you can see in the room, be sure to include EACH art element in some way. It can be obvious or subtle. Write how you have used each art element on the bottom of this paper to show your understanding.

Line : _____

Shape: _____

Color: _____

Form: _____

Texture: _____

Space: _____

Light: _____

Mass: _____

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

| Element | 0 Not Proficient | 6 Approaches Proficient | 8 Proficient | 10 Advanced |
|----------------|-----------------------------|--|---|--|
| Line | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Simple outline. | Example that shows a more advanced concept of the element, like using line to create suggest form through crosshatching, complicated edges, texture. |
| Shape | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Clear but elementary shapes like triangles, circles, and squares. | Example that shows a more advanced concept of the element. Non-outlined shapes, complex shapes, shapes that suggest form, use of shape motif... |
| Color | none | Some visual that approaches the concept without clear knowledge. Use of ONLY unmixed colors. | Basic image that demonstrates understanding of the concept. Use of mixed colors, using primary colors to make secondary colors. | Example that shows a more advanced concept of the element, like the use of tertiary colors, color for texture, use of chromatic gray... |
| Texture | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Showing simple single texture. | Example that shows a more advanced concept of the element, like multiple textures, textures through color, organic textures. |
| Form | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Clear but elementary forms, basic shading to suggest form. | Example that shows a more advanced concept of the element. Shading that appears to vary in intensity and size, use of complex forms. |
| Mass | none | Some visual that approaches the concept without clear knowledge, flat looking work. | Basic image that demonstrates understanding of the concept. Some sense of mass through the use of form. | Example that shows a more advanced concept of the element, like textures alluding to mass, or a strong use of form and shading. |
| Space | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Showing a basic use of space through form or shading. | Example that shows a more advanced concept of the element, like the use of positive and negative space, or shadows on the surface under the object. |
| | 0 Points | 10 points | 20 points | 30 points |
| DRAWING | None | Drawing present but unrecognizable, little if any use of the elements present. | Off topic – not something present in the room and drawn from observation, but may include elements | Drawn from observation and include elements |

Benchmark 2 Evaluation

Name _____ Pd. _____

Art 1

Understanding Art Elements: Do a drawing below of your hand, be sure to include EACH art element in some way. It can be obvious or subtle. Write how you have used each art element on the bottom of this paper to show your understanding.

Line : _____

Shape: _____

Color: _____

Form: _____

Texture: _____

Space: _____

Light: _____

Mass: _____

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

| Element | 0 Not Proficient | 6 Approaches Proficient | 8 Proficient | 10 Advanced |
|----------------|-----------------------------|--|---|--|
| Line | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Simple outline. | Example that shows a more advanced concept of the element, like using line to create suggest form through crosshatching, complicated edges, texture. |
| Shape | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Clear but elementary shapes like triangles, circles, and squares. | Example that shows a more advanced concept of the element. Non-outlined shapes, complex shapes, shapes that suggest form, use of shape motif... |
| Color | none | Some visual that approaches the concept without clear knowledge. Use of ONLY unmixed colors. | Basic image that demonstrates understanding of the concept. Use of mixed colors, using primary colors to make secondary colors. | Example that shows a more advanced concept of the element, like the use of tertiary colors, color for texture, use of chromatic gray... |
| Texture | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Showing simple single texture. | Example that shows a more advanced concept of the element, like multiple textures, textures through color, organic textures. |
| Form | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Clear but elementary forms, basic shading to suggest form. | Example that shows a more advanced concept of the element. Shading that appears to vary in intensity and size, use of complex forms. |
| Mass | none | Some visual that approaches the concept without clear knowledge, flat looking work. | Basic image that demonstrates understanding of the concept. Some sense of mass through the use of form. | Example that shows a more advanced concept of the element, like textures alluding to mass, or a strong use of form and shading. |
| Space | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Showing a basic use of space through form or shading. | Example that shows a more advanced concept of the element, like the use of positive and negative space, or shadows on the surface under the object. |
| | 0 Points | 10 points | 20 points | 30 points |
| DRAWING | None | Drawing present but unrecognizable, little if any use of the elements present. | On topic, drawing of a hand, but little visual evidence that it was drawn from careful observation. Lacking detail, basic wrinkles and nails present. | Drawn from careful observation; includes details like some accurate wrinkles, joints, overlap, lunula, Eponychium. |

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

Directions: Using **only basic shapes**, visually describe four of the art principals visually and label them.
The Art Principles are Balance, Movement, Emphasis, Pattern, Contrast, Variety, and Unity.

| | |
|--|--|
| | |
| | |

0 points= off topic,

6 points = Approaches Understanding,
10 points = Advanced Understanding

8 points = Understanding,

Elements:

Directions: Create an illustration for 4 of the 8 art elements using something present in the room. Be sure to NAME the art element in your drawing. Choose from **Line, Shape, Form, Color, Texture, Space, Mass, or Light**.

| | |
|--|--|
| | |
| | |

0 points= off topic,

6 points = Approaches Understanding,

8 points = Understanding,

10 points = Advanced Understanding

20 points = Drawing on topic

Principle Rubric

| Principal | 0 Off Topic | 6 Approaches Understanding | 8 Understanding | 10 Advanced Understanding |
|------------------|------------------------|--|---|--|
| Balance | Off topic | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Simple Symmetry. | Example that shows a more advanced concept of the principle, like asymmetrical Balance. |
| Variety | Off topic | Some visual that approaches the concept without clear knowledge. Might be mistaken for contrast. | Basic image that demonstrates understanding of the concept. Showing 3 or more different shapes. | Example that shows a more advanced concept of the principle, like showing it through placement, media, or by unexpected means. |
| Contrast | Off topic | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Two opposite things illustrated | Example that shows a more advanced concept of the principle, like two opposite states of being. |
| Unity | Off topic | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Showing simple similarity. | Example that shows a more advanced concept of the principle, like showing less obvious unity through proximity... |
| Emphasis | Off topic | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Simple color or size difference. | Example that shows a more advanced concept of the principle, like showing other object leading to the point of emphasis. |
| Movement | Off topic | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Simple object that normally moves. | Example that shows a more advanced concept of the principle, like showing movement through placement or leading the eye of the viewer. |
| Pattern | Off topic | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Simple repetition of shape. | Example that shows a more advanced concept of the principle, like an organic pattern or conceptual repetition. |

Element Rubric

| Element | 0 Not Proficient | 6 Approaches Proficient | 8 Proficient | 10 Advanced |
|----------------|-----------------------------|--|---|--|
| Line | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Simple outline. | Example that shows a more advanced concept of the element, like using line to create suggest form through crosshatching, complicated edges, texture. |
| Shape | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Clear but elementary shapes like triangles, circles, and squares. | Example that shows a more advanced concept of the element. Non-outlined shapes, complex shapes, shapes that suggest form, use of shape motif... |
| Color | none | Some visual that approaches the concept without clear knowledge. Use of ONLY unmixed colors. | Basic image that demonstrates understanding of the concept. Use of mixed colors, using primary colors to make secondary colors. | Example that shows a more advanced concept of the element, like the use of tertiary colors, color for texture, use of chromatic gray... |
| Texture | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Showing simple single texture. | Example that shows a more advanced concept of the element, like multiple textures, textures through color, organic textures. |
| Form | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Clear but elementary forms, basic shading to suggest form. | Example that shows a more advanced concept of the element. Shading that appears to vary in intensity and size, use of complex forms. |
| Mass | none | Some visual that approaches the concept without clear knowledge, flat looking work. | Basic image that demonstrates understanding of the concept. Some sense of mass through the use of form. | Example that shows a more advanced concept of the element, like textures alluding to mass, or a strong use of form and shading. |
| Space | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Showing a basic use of space through form or shading. | Example that shows a more advanced concept of the element, like the use of positive and negative space, or shadows on the surface under the object. |
| | 0 Points | 10 points | 15 points | 20 points |
| DRAWING | None | Drawing present but unrecognizable, little if any use of the elements present. | Off topic – not something present in the room and drawn from observation, but may include elements | Drawn from observation and includes elements. |

TOTAL POINTS _____

Art 1 Benchmark #4 Assessment

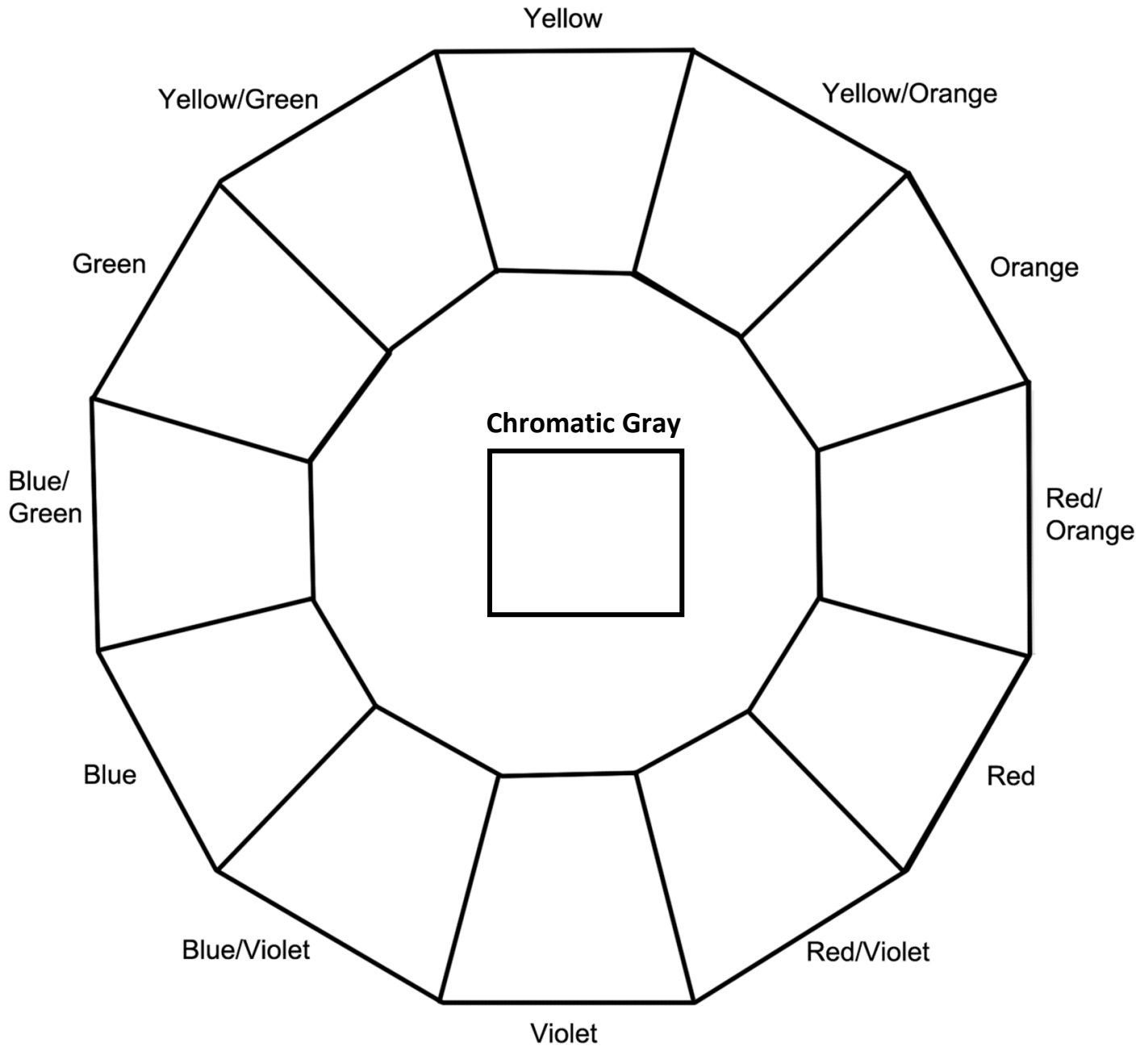
NAME _____ Period ____

DIRECTIONS:

- Using only primary colors, fill in this color wheel.
- Put a "P" next to PRIMARY colors
- "S" next to secondary colors
- "W" next to warm colors
- "C" next to cool colors.
- "T" next to tertiary colors

Scoring: Each portion is 3 points.

_____ x 3 = _____ % correct



CCCS: 1.3.P.D.2 Create two and three-dimensional works of art while exploring color.

Art Elements

Draw an object from observation below and color it in using only primary colors and mixing those colors to make other hues. Your finished drawing must include the art elements of Line, Shape, Color, and Texture. On the next page explain how you used these elements. Be as specific as possible.

Try to show your “advanced” understanding.

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

Explain your use of the art elements:

Line: _____

Shape: _____

Color: _____

Texture: _____

| Element | 0 Not Included | 10 Approaches Understanding | 20 Understanding | 25 Advanced Understanding |
|----------------|-------------------|---|---|--|
| Line | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Simple outline. | Example that shows a more advanced concept of the element, like using line to create suggest form through crosshatching, complicated edges, texture. |
| Shape | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Clear but elementary shapes like triangles, circles, and squares. | Example that shows a more advanced concept of the element. Non outlined shapes, complex shapes, shapes that suggest form, use of shape motif... |
| Color | none | Some visual that approaches the concept without clear knowledge. Use of ONLY primary colors. | Basic image that demonstrates understanding of the concept. Use of both primary and secondary colors only. | Example that shows a more advanced concept of the element, like the use of tertiary colors, color for texture, use of chromatic gray... |
| Texture | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Showing simple single texture. | Example that shows a more advanced concept of the element, like multiple textures, textures through color, organic textures. |

Average of Part 1 and Part 2 _____

Benchmark 5 Evaluation

Name _____ Pd. _____

Art 1

Understanding Art Elements: Do a drawing below of your neighbor’s head/face, be sure to include EACH art element in some way. It can be obvious or subtle. Write how you have used each art element on the bottom of this paper to show your understanding.

Line : _____

Shape: _____

Color: _____

Form: _____

Texture: _____

Space: _____

Light: _____

Mass: _____

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

| Element | 0 Not Proficient | 6 Approaches Proficient | 8 Proficient | 10 Advanced |
|----------------|-----------------------------|--|---|--|
| Line | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Simple outline. | Example that shows a more advanced concept of the element, like using line to create suggest form through crosshatching, complicated edges, texture. |
| Shape | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Clear but elementary shapes like triangles, circles, and squares. | Example that shows a more advanced concept of the element. Non-outlined shapes, complex shapes, shapes that suggest form, use of shape motif... |
| Color | none | Some visual that approaches the concept without clear knowledge. Use of ONLY unmixed colors. | Basic image that demonstrates understanding of the concept. Use of mixed colors, using primary colors to make secondary colors. | Example that shows a more advanced concept of the element, like the use of tertiary colors, color for texture, use of chromatic gray... |
| Texture | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Showing simple single texture. | Example that shows a more advanced concept of the element, like multiple textures, textures through color, organic textures. |
| Form | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Clear but elementary forms, basic shading to suggest form. | Example that shows a more advanced concept of the element. Shading that appears to vary in intensity and size, use of complex forms. |
| Mass | none | Some visual that approaches the concept without clear knowledge, flat looking work. | Basic image that demonstrates understanding of the concept. Some sense of mass through the use of form. | Example that shows a more advanced concept of the element, like textures alluding to mass, or a strong use of form and shading. |
| Space | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Showing a basic use of space through form or shading. | Example that shows a more advanced concept of the element, like the use of positive and negative space, or shadows on the surface under the object. |
| | 0 Points | 10 points | 20 points | 30 points |
| DRAWING | None | Drawing present but unrecognizable, little evidence of attention to the intended subject | On topic, drawing of a face, but little visual evidence that it was drawn from careful observation. Lacking detail, basic wrinkles and scribbled hair textures. | Drawn from careful observation; includes details like some accurate wrinkles, approaching likeness with unique details. |

Benchmark 5 Evaluation

Name _____ Pd. _____

ALTERNATE #5

Understanding Art Elements: Do a sketch below of one of your previous projects; indicate through your sketch or with labels EACH art element in some way. It can be obvious or subtle. Write how you have used each art element on the bottom of this paper to show your understanding.

Line : _____

Shape: _____

Color: _____

Form: _____

Texture: _____

Space: _____

Light: _____

Mass: _____

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

| Element | 0 Not Proficient | 6 Approaches Proficient | 8 Proficient | 10 Advanced |
|----------------|-----------------------------|--|---|--|
| Line | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Simple outline. | Example that shows a more advanced concept of the element, like using line to create suggest form through crosshatching, complicated edges, texture. |
| Shape | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Clear but elementary shapes like triangles, circles, and squares. | Example that shows a more advanced concept of the element. Non-outlined shapes, complex shapes, shapes that suggest form, use of shape motif... |
| Color | none | Some visual that approaches the concept without clear knowledge. Use of ONLY unmixed colors. | Basic image that demonstrates understanding of the concept. Use of mixed colors, using primary colors to make secondary colors. | Example that shows a more advanced concept of the element, like the use of tertiary colors, color for texture, use of chromatic gray... |
| Texture | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Showing simple single texture. | Example that shows a more advanced concept of the element, like multiple textures, textures through color, organic textures. |
| Form | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Clear but elementary forms, basic shading to suggest form. | Example that shows a more advanced concept of the element. Shading that appears to vary in intensity and size, use of complex forms. |
| Mass | none | Some visual that approaches the concept without clear knowledge, flat looking work. | Basic image that demonstrates understanding of the concept. Some sense of mass through the use of form. | Example that shows a more advanced concept of the element, like textures alluding to mass, or a strong use of form and shading. |
| Space | none | Some visual that approaches the concept without clear knowledge. | Basic image that demonstrates understanding of the concept. Showing a basic use of space through form or shading. | Example that shows a more advanced concept of the element, like the use of positive and negative space, or shadows on the surface under the object. |
| | 0 Points | 10 points | 20 points | 30 points |
| DRAWING | None | Drawing present but unrecognizable, little evidence of attention to the intended subject | On topic, though lacks the kind of detail to make obvious connections to the art elements. | Drawn from careful observation; includes details that make obvious connections to the art elements. |

Exemplars



Line: I outlined my drawing of a pencil.

Shape: My lines create a rectangle and triangle.

Form: My shapes create a cylinder and cone

Color: I colored my pencil orange

Texture: I put little lines near the eraser to show ridges

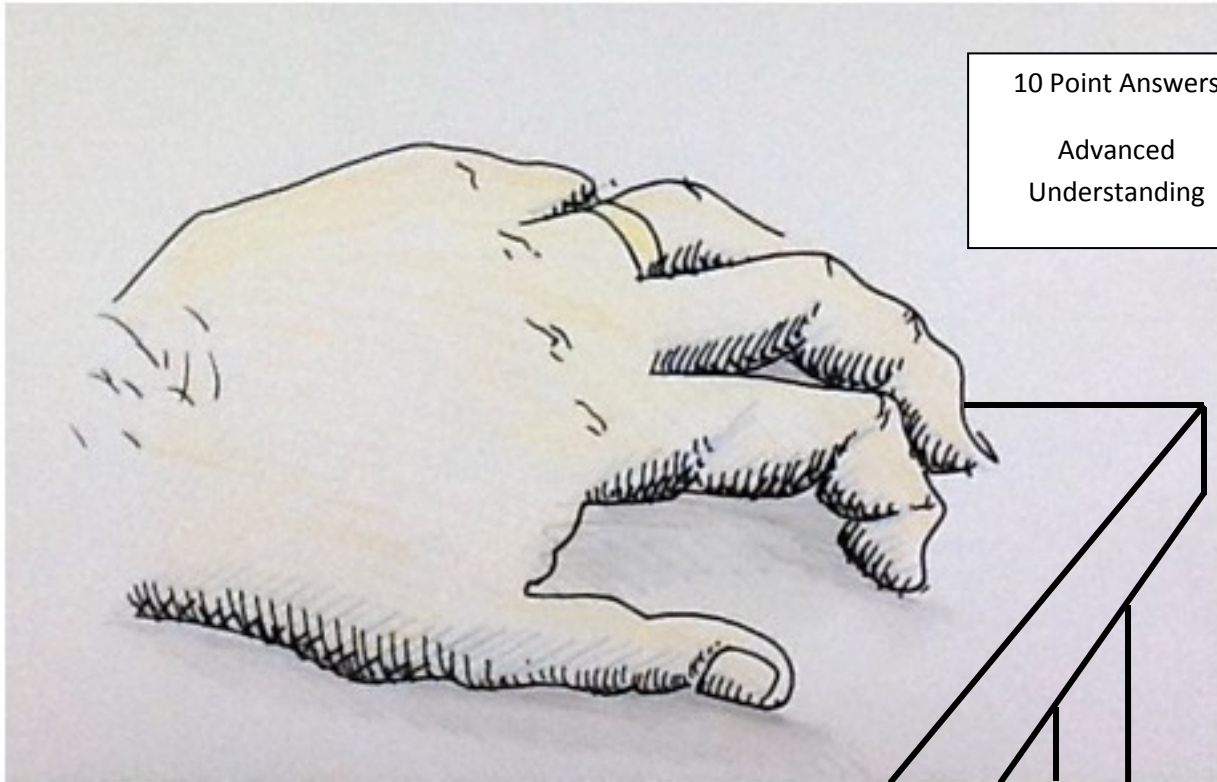
Space: I added a shadow to show that it takes up 3-D space

Light: My shadow shows where the light cannot get to.

Mass: My light colors make the pencil also look light weight.

8 Point Answers

Basic Understanding



Line: I outlined my drawing with lines that show detailed contours

Shape: My lines create organic shapes of the hand.

Form: My shapes create organic forms, complex spheres and cylinders.

Color: I colored my hand with fleshtone, shaded with blue, and highlighted with yellow.

Texture: I used repeated lines to create different textures.

Space: I added a shadow to show that it takes up 3-D space and a cast shadow to suggest the negative space under the hand.

Light: I included shadows and highlights with both texture and color.

Mass: My light colors make the hand also look light weight, and the dark shadows suggest that they weight is on the underside.

More resources at:

www.FirehousePublications.com

& www.ArtEdGuru.com