

NM Public Education Department

ART 6-8

END-OF-COURSE EXAM | GRADE 6-8 | YEAR 18-19

ASSESSMENT BLUEPRINT

Purpose Statement

Fine Arts: Visual Arts 6-8

The Visual Arts 6-8 EoC Exam is intended to measure student proficiency of the New Mexico Core Arts Standards. This course-level exam is provided to all students who have completed Visual Arts 6-8 or related courses.

This exam can be given for the following STARS course codes:

- **1150 - Introduction to Art**

Intended as a final exam for the course, this is a summative exam covering a wide range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, and NMTeach summative reports.

“The EOCs are exams written by New Mexico Teachers for New Mexico Students.”

During the 2018-19 school year, teachers were brought together online to revise and dually align the blueprints with the newly adopted New Mexico Core Arts Standards and the 2009 New Mexico Visual and Performing Arts Standards. The NMPED extends our gratitude to those who contributed to this improvement process. Although we were unable to implement every suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers. A team will reconvene in the 2019 Spring semester to create an EoC aligning to the New Mexico Core Arts Standards.

NMPED wants to especially recognize the following person(s) who led the revision for this blueprint:

Vicki Evans, Consultant, Blueprint Lead

Amy Summa, Santa Fe Public Schools

Lauren Sabato, Pojoaque Valley Schools (alignment with the New Mexico Core Arts Standards)

Explanation of Blueprint & Test Specifications Table

Standard	Performance Standards with Test Specification:
<p>The standards identified in this portion of the blueprint are dually aligned to the old New Mexico Visual and Performing Arts Standards (2009) and the recently adopted New Mexico Core Arts Standards. Refer to the link below for the Enduring Understanding and Essential Question associated with the listed standard: https://www.nationalartsstandards.org</p> <p>New Mexico Teachers identified the standards to be measured on the EOC exam. Typically, the standard was identified to be measured because: 1) a great deal of curricular instructional time is spent on this standard and/or; 2) the standard is important to subsequent learning.</p> <p><i>It is important to note that the standards in the blueprint are only a subset of standards to be measured with the understanding that teachers cover more standards during the course of instruction than what has been selected to be measured.</i></p>	<ul style="list-style-type: none"> ● This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam. ● Although the standard may be broader, the item specifications may place constraint on portions of the standard in order to provide more transparency as to what specifically will be measured relative to the standard.
	<p>Item Types: The item types for this EOC exam are limited to: MC = Multiple Choice only with or without stimulus (e.g., image, chart, video)</p>
	<p>Sample Question(s):</p> <p>Sample questions have been provided to assist teachers to correlate the questions with the test item specifications.</p> <ul style="list-style-type: none"> ● An asterisk (*) denotes the correct answer. ● DOK = Depth of Knowledge

Blueprint Table Visual Arts, Grades 6-8

Standard	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>6-8.VISUAL ARTS.1.1A.a</p> <p>Standard: 1 Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual art.</p> <p>Benchmark: 1A Produce art that demonstrates the elements of art and principles of design in a variety of media.</p> <p>2018 New Mexico Core Arts Standards</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>VA:Re8.1.6 Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</p> <p>VA:Re8.1.7 Interpret art by analyzing art-making approaches, the characteristics of form and</p>	<p>(a) Produce art that demonstrates understanding and knowledgeable application of the use of the elements of art (color, form, line, shape, space, texture and value) and principles of design (balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity and variety).</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Identify the elements of art in various pieces of artwork. The elements of art are: <ul style="list-style-type: none"> ● line (e.g., straight, curvy, zigzag, bold, dotted) ● shape (e.g., circle, square, triangle, organic) ● color (e.g., primary, secondary, complementary, warm, and cool) ● form (e.g., three-dimensional, sphere, cube) ● texture (e.g., rough and smooth) ● space (e.g., perspective, foreground, background, middle ground, positive, negative) ● value (e.g., tints and shades) ● Identify the principles of design in various pieces of artwork. The principles of design are: <ul style="list-style-type: none"> ● balance (e.g., symmetrical and asymmetrical) ● contrast (e.g., light/dark and pattern/no pattern) ● variety (e.g., contrasting elements within a composition) ● proportion (e.g., scale and size of an object in relationship to another object) ● emphasis (e.g., focus and the main idea) ● rhythm & movement (e.g., a regular repetition of the elements of art to create a sense of rhythm and/or movement) ● pattern (e.g., the repetition of the elements of art) ● unity (e.g., commonality, what joins the parts together) ● Identify art specific vocabulary <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p>

structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

VA:Re8.1.8

Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.



Source:http://www.art.com/products/p19083404324/product.htm?RFID=217825&ProductTarget=84684355642&utm_medium=cpc&utm_source=google&utm_campaign=PLA&gclid=Cj0KCCQjw557NBRC9ARIsAHJvVVMkeEjKMhffLDnHeitLCdkvqguyDFW2liAwpT2pBPbUNMs7k04Zg-8aApo2EALw_wcB&gclid=aw.ds (Labeled for reuse)

The dove above **best** represents which **element of art**?

- A. line *
 - B. unity
 - C. repetition
 - D. movement
- DOK 1

Standard	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>6-8.VISUAL ARTS.2.2B.a</p> <p>Standard: 2 Use dance, music, theatre/drama, and visual arts to express ideas.</p> <p>Benchmark: 2B Use subjects, themes, and symbols when expressing ideas in art works.</p> <p>2018 New Mexico Core Arts Standards</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>VA:Cn11.1.6 Analyze how art reflects changing times, traditions, resources, and cultural uses.</p> <p>VA:Cn11.1.7 Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p> <p>VA:Cn11.1.8 Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>	<p>(a) Explore a variety of ideas, images, themes, symbols and events through art making.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Identify the elements of art in various pieces of artwork. The elements of art are: <ul style="list-style-type: none"> ● line (e.g., straight, curvy, zigzag, bold, dotted) ● shape (e.g., circle, square, triangle, organic) ● color (e.g., primary, secondary, complementary, warm, cool) ● form (e.g., three-dimensional, sphere, cube) ● texture (e.g., rough and smooth) ● space (e.g., perspective, foreground, background, middle ground, positive, negative) ● value (e.g., tints and shades) ● Identify the principles of design in various pieces of artwork. The principles of design are: <ul style="list-style-type: none"> ● balance (e.g., symmetrical and asymmetrical) ● contrast (e.g., light/dark and pattern/no pattern) ● variety (e.g., contrasting elements within a composition) ● proportion (e.g., scale and size of an object in relationship to another object) ● emphasis (e.g., focus and the main idea) ● rhythm & movement (e.g., a regular repetition of the elements of art to create a sense of rhythm and/or movement) ● pattern (e.g., the repetition of the elements of art) ● unity (e.g., commonality, what joins the parts together) ● Identify subject, theme and/or symbols in preparation for creating an artwork ● Identify symbols and symbolism found in works of art ● Know how logos, images in popular culture are used to express social commentary <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <p>Analyze the picture.</p>



https://en.wikipedia.org/wiki/The_Persistence_of_Memory

What do the melting clocks in Dalí's *The Persistence of Memory* **most likely** symbolize?

- A. There will be no tomorrow.
- B. Time is not important.
- C. The irregular passage of time in our dreams.*
- D. The beginning and end of life.

DOK 2

Standard	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>6-8.VISUAL ARTS.4.4A.a</p> <p>Standard: 4 Demonstrate an understanding of the dynamics of the creative process.</p> <p>Benchmark: 4A Understand how the qualities and characteristics of various art, media, techniques, and processes influence the creative process to communicate experiences and ideas.</p> <p>2018 New Mexico Core Arts Standards</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>VA:Cr1.2.6 Formulate an artistic investigation of personally relevant content for creating art.</p> <p>VA:Cr1.2.7 Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>VA:Cr1.2.8 Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.</p>	<p>Performance Standards with Test Specification:</p> <p>(a) Apply idea-gathering processes, art elements and design principles in conjunction with subject, theme and content to express personal experiences and create meaning.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Identify steps in the planning process ● Identify how media used for a work of art may be dependent on the subject and theme ● Identify how elements of design and elements of art are used to create meaning and relay person experiences <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <p>When creating a new piece of artwork, what is the first step an artist takes?</p> <p>A. write their artist statement B. research their subject matter * C. critique the work of another artist D. find a gallery to hang up their artwork</p> <p>DOK 2</p>

Standard	Performance Standards with Test Specification:
<p>2009 New Mexico Visual Arts Standards</p> <p>6-8.VISUAL ARTS.5.5A.a</p> <p>Standard: 5 Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>Benchmark: 5A Understand and distinguish multiple purposes and motivations for creating works of art.</p> <p>2018 New Mexico Core Arts Standards</p> <p>Anchor Standard 7: Perceive and analyze artistic work</p>	<p>(a) Select and arrange the elements of art to express moods and feelings in one's own art and the art of others.</p> <p>Specifications:</p> <ul style="list-style-type: none"> ● Identify the different elements of art (i.e., color, form, line, shape, space, texture, value). ● Identify the different principles of design (i.e., balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety). ● Demonstrate understanding of the idea-gathering process (e.g., inspiration). ● Analyze the meaning (e.g., mood and emotions) of a photograph using: <ul style="list-style-type: none"> ● elements of art (e.g., cool colors vs. warm colors, soft line vs. hard lines and smooth vs. rough can all create different moods and stir different emotions) ● principles of design (e.g., high contrast vs. low contrast, symmetrical vs. asymmetrical, and what the artist chooses to emphasize can all create mood and evoke emotions) ● subject ● theme ● content (e.g., symbols and motif)
<p>VA:Re7.1.6 Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p>VA:Re7.1.7 Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p> <p>VA:Re7.1.8 Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p>	<p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p>In Picasso's, <i>Old Guitarist</i>, what emotion is conveyed?</p> <p>A. joy B. anger C. sadness* D. surprised</p> <p>DOK 2</p> </div> </div> <p>Source: https://www.flickr.com/photos/uhuru1701/2248496373 (Labeled for reuse)</p>

Visual Arts 6 8 Reporting Category Alignment Chart					
Reporting Category	Standard	(Count by DOK)			Total
		1	2	3	
Elements and Principles Interpret intent and meaning in artistic work	6-8.VISUAL ARTS.1.1A.a VA:Re8.1.6 VA:Re8.1.7 VA:Re8.1.8	5	3		8
Art Themes & Movements Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	6-8.VISUAL ARTS.2.2B.a VA:Cn11.1.6 VA:Cn11.1.7 VA:Cn11.1.8	2	3		5
Creative Processes Generate and conceptualize artistic ideas and work.	6-8.VISUAL ARTS.4.4A.a VA:Cr1.2.6 VA:Cr1.2.7 VA:Cr1.2.8	2	2		4
Artistic Motivation Perceive and analyze artistic work.	6-8.VISUAL ARTS.5.5A.a VA:Re7.1.6 VA:Re7.1.7 VA:Re7.1.8	2	1		3
	Grand Total	11	9	0	20

*New Mexico Core Arts Standards are in **blue**.