

Student Learning Objectives Form

Teacher Name	M Butler	Date	10/01/2016
School	Hometown MS	Appraiser Name	Dr. Anderson
Grade	Eighth	Subject Area	Art 3

Step 1: What is the focus for my SLO?

a. Identify the content area for focus in the SLO.

Art 3 - Historical and Cultural Relevance

b. What is the SLO skill focus statement for this content area or subject?

Students will demonstrate an understanding of the relationship between a society's art, music, theater, and dance by creating and explaining their original work of art that complements a portfolio of established art from that society.

c. What led to the decision to focus on this content area and the SLO skill focus?

There are two distinct skills considered here -- creative expression as well as the ability to think critically about art. The ability to apply knowledge of fundamental artistic techniques to assist with evaluating and creating art will assist students in other subjects as they acquire and apply essential knowledge in that content. I want to challenge myself to help students gain a more broad knowledge of art across four main periods - medieval, renaissance, romantic, and modern. I also want to help my students increase their familiarity with the use of various materials and mediums throughout these periods. The foundation students will gain by this focus will also serve them as they begin to study World & US History in high school.

d. What TEKS for the content area or subject correspond to these most important skills? You may provide an enumerated list of TEKS, but be prepared to share the verbiage of the TEKS with your appraiser.

Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to evaluate the relationships that exist among a society's art, music, theatre, and dance.

Step 2: What do I think my students will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. You may wish to describe the average student (middle level or "typical") first, then, the highest performing student ("well above typical"), and the lowest performing student ("well below typical") and finally, complete the in-between levels ("above" and "below typical").

Initial Student Skill Profile		
SLO Skill Focus	Students will demonstrate an understanding of the relationship between a society's art, music, theater, and dance by creating and explaining their original work of art that complements a portfolio of established art from that society.	
Level	Descriptors	Number of Students in this level
Well above typical	Students know the major art movements and are able to accurately name and describe characteristics of visual art for at least two of those movements.	1
Above typical	Students know some of the major art movements and are able to accurately name and describe characteristics of visual art for at least one of those movements.	2
Typical	Students know one or two of the major art movements and are able to accurately name characteristics of visual art for at least one of those movements, but are unable to accurately describe those characteristics.	14
Below typical	Students know one or two of the major art movements, but are not able to accurately name or describe characteristics of visual art for at least one of those movements.	4
Well below typical	Students do not know any of the major art movements and are not able to accurately name or describe characteristics of visual art for at least one movement.	1

a. Who will be included in your SLO?

When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.

- Elementary classroom teachers: select your entire class.
- Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade and subject).

This SLO will be focused on my Art 3 class, which is my 4th period class comprised entirely of 8th graders.

b. Match your current students to the descriptions in the Initial Student Skill profile.

- List the total number of students at each level in the right hand column above, and
- Record the level for each individual student on the Student Growth Tracker.
- Check here when both tasks are complete: ☒

c. What student work did you use to map students to the Initial Student Skill Profile?

I used an open-ended assessment to capture students prior knowledge on major visual art movements, including characteristics of those movements.

Step 3: What are my expectations for these students?

- a. Use information about how students mapped to the Initial Student Skill Profile to describe how, as a whole, students are expected to progress. In other words, what are your expectations for what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below.

The profile should describe your expectations for students' performance at the end of the interval. For example, the description at the middle level describes what you expect of the typical student at the end of the interval.

Targeted Student Skill Profile	
SLO Skill Focus	Students will demonstrate an understanding of the relationship between a society's art, music, theater, and dance by creating and explaining their original work of art that complements a portfolio of established art from that society.
Level	Expectations
Well above typical	Students' original pieces of art capture the primary characteristics of a given society's art displayed in at least three different genres. Their written description of their own artwork reflects a comprehensive understanding of how the characteristics of that society's art reflects the society's world view regardless of the materials or medium used.
Above typical	Students' original pieces of art capture the primary characteristics of a given society's art displayed in at least two different genres. Their written description of their own artwork reflects a general understanding of how the characteristics of that society's art reflects the society's world view, regardless of the materials or medium used, although certain secondary aspects of the society's art may be missing.
Typical	Students' original pieces of art capture the primary characteristics of a given society's art displayed in at least two different genres. Their written description of their own artwork reflects a basic understanding of how the characteristics of that society's art reflects the society's world view, regardless of the materials or medium used, although a primary aspect of that society's art may be missing.
Below typical	Students' original pieces of art capture the primary characteristics of a given society's art displayed in at least one genre. Their written description of their own artwork reflects a limited understanding of how the characteristics of that society's art reflects the society's world view, regardless of the materials or medium used, either missing or mis-characterizing significant primary aspects of that society's art.
Well below typical	Students' original pieces of art capture the characteristics of a given society's art displayed in at least one genre, but the characteristics may be secondary. Their written description of their own artwork reflects an understanding of at least one of the characteristics of that society's art, regardless of the materials or medium used, but the student does not accurately describe the society's world view.

- b. Use available data on your current students (e.g., attendance, grades in relevant courses, early student work, prior testing data, etc.) along with each student's description on the Initial Student Skill Profile to establish a target for each individual student covered in the SLO. Record these targets on the Student Growth Tracker.

Check here when complete: ☒

- c. What evidence will you use to establish students' skill levels at the end of the interval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.

I will use a rubric I developed to evaluate the artwork created by the student which includes an evaluation of how well the student's work aligns with the given society's multi-genre portfolio of art. A second rubric will evaluate the student's explanation of his or her art and how well that explanation aligns with characteristics of the given society's art and the society's world view.

Step 4: How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group?
- What strategies will you use to monitor progress?
- Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet?

Optional Notes

All students will receive one-on-one assistance with their artwork. However, for those who fell in the lowest two levels on the Initial Skill Profile, I will also provide additional assistance, using a step-by-step approach for development. I will assist the students in identifying and locating works for comparison. Evaluating work is an ongoing process in Art classes. I will encourage students to use the rubric to assess their own work and will meet with them informally as each work is evaluated to assess progress in skills.

I am the only Art teacher here. However, I am meeting about once every three weeks with the Band and Choir teachers to go over progress to date. The plan is to talk about student progress and consider whether I feel students are on track for the goals I have set for them.

Student Learning Objectives Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Comments	Decision
	<input type="checkbox"/> Approved <input type="checkbox"/> Revise and Resubmit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	<input type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date