**De La Salle Santiago Zobel School**

**HIGH SCHOOL DEPARTMENT**

1st Term, AY 2014-2015

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|  | **UNIT ASSESSMENT MATRIX (with Table of Specifications)** |  |

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| **Subject:** | ART | | |  | **LEVEL:** | G7 |  | **TEACHER:** | Ms. Rikka Marie S. Gonzalez | | |
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| **ASSESSMENTS:** | | | Online quiz, task sheets, and final output | | | | | | | | |

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| **Learning Module:** | | Art Materials, Visual Elements and Design Principles | | | | |
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| **Content Standard:** | | A. Art Materials B. Art Elements and Design Principles | | | | |
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| **Performance Standard:** | | * Drawing from observation * Brainstorm for Color Scramble (Repeating Design) * Conceptualize and sketch design for Color Scramble integrated with various elements and principles of design * Develop final design for Color Scramble * Construct a Color Scramble (Repeating Design) to inspire the audience to see beauty beyond repeating design * Share and convey thoughts through writing an Art Journal which contains ideals, development, and opinion regarding the topics discussed and what the students learned throughout the term. | | | | |
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| **UNIT CONTENT:** | | * Art Materials | * Art Elements and Design Principles | | * Color, Line, Shape, Value or Tone, Texture, Volume or Form, Emphasis, Harmony, Unity, and Opposition | |

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| **What will I assess?** | | **How will I assess?** | | **How will I score?** | | |
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| KNOWLEDGE | 15% | **Test Items**  (Please indicate the type of assessment: **S**-Short Assessment, **L**-Long Assessment, etc.) | **Type** | **Item Nos.** | | **Scoring**  (3 Point Per Item) |
| **Learning Competency** | |
| * To recognize and define visual elements and design principles observed in the artworks and in the environment. | | *Short Assessment*  **Direction:** Identify what is being asked. Encircle the letter of the correct answer.   1. These are the basic visual and tactile parts of a composition. 2. Principles of Design 3. **Elements of Design** 4. Elements of Art 5. Composition 6. An element of art that refers to the lightness and darkness of a color. 7. Rhythm 8. Contrast 9. Movement 10. **Value** 11. A principle of design concerned with the visual weight carried by elements in an artwork. 12. **Balance** 13. Unity 14. Depth 15. Opposition 16. The element of art that refers to the surface quality or feel of an object – its roughness, smoothness, softness, etc. 17. Color 18. **Texture** 19. Form 20. Variety 21. Schema by which the elements in artwork are planned, organized, and analyzed. 22. Composition 23. Elements of Art 24. **Principles of Design** 25. Elements of Design | S | 5 | | X(3)  Total Points: 15 Points |
|  | | **Total No. of Items/Total Score:** | | **15** | |  |
| PROCESS | 25% | **Test Items**  (Please indicate the type of assessment: **S**-Short Assessment, **L**-Long Assessment, **ET**-End-Term Assessment, etc.) | **Type** | **Item Nos.** | | **Holistic Rubric Scoring Guide**  **(10 Points Per Plate)** |
| **Learning Competency** | |
| * To visually recognize visual elements and principles observed in artworks or the environment * To enumerate and discuss visual elements and design principles integrated in various artworks and/or in the environment | | *Long Assessment*  As a developing artist, you were tasked to share your knowledge on a twenty-minute talk about the visual elements and design principles used and integrated in various artworks. From these, you were asked to make a proposal for a color scramble that would inspire your audience from the Haven for Children Foundation to see beauty beyond repeating designs. Create your own insights about the following:   1. Visual elements and design principles integrated in the artwork; 2. Significance; and 3. Method (that will be) utilized in doing the project. | L | 3 | | X(5)  Total Score: 15 |
| *Rubric as manifested by the product* |  |  | | **Excellent (4)**  The student has successfully derived several methods on his own and utilized several visual elements and design principles to create the project  **Acceptable (3)**  The student has successfully derived two different ways on his own and utilized some visual elements and design principles to create the project  **Developing (2)**  The student has successfully derived at a method and utilized very limited visual elements and design principles to create the project  **Beginning (1)**  The student has yet to develop his own method and should integrate more visual elements and design principles to create the project |
|  | | **Total No. of Items/Total Score:** | | **25** | |  |
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| ***UNDERSTANDING*** | ***30%*** | **Test Items**  (Please indicate the type of assessment: **S**-Short Assessment, **L**-Long Assessment, **ET**-End-Term Assessment, etc.) | **Type** | **Item Nos.** | | **Holistic Rubric Scoring Guide**  **(4 Points Per Item)** |
| **Essential Question,**  **Enduring Understanding**  **& Facets of Understanding** | |
| **EQ:**   * How are art elements and design principles used to organize and express ideas? | | *End-Term Assessment:*  (Essay)  Explain how the visual elements and principles of design are used to organize a work, communicate feeling, and convey ideas, using appropriate vocabulary and terminology. | ET | 20 | | 20 Points |
| **EU:**   * Students will understand that art elements and design principles can be used to organize visual communication and can be used intentionally to elicit a specific response from the viewer. | | Art elements and design principles are used to organize and express ideas. Identify ways in which the visual arts affect various aspects of the society. |  | 10 | | 10 Points |
|  | | **Total No. of Items/Total Score:** | | **30** | |  |
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| ***PERFORMANCE*** | ***30%*** | **Performance Task**  **(in G-R-A-S-P-S Narrative Form)**  Researchers and experts have made a few important discoveries and observations about psychology of colors and the effect it has on moods, feelings, and behaviours. It was demonstrated in many cases that the mood-altering effects of color may only be temporary but can still potentially uplift moods and emotions.  As a developing artist, you arecommissioned by an Art Organization to be part of their project for the Haven for Children Foundation to create an artwork that could potentially meet the needs of emotionally challenged children at the organization.  In relation to this, you are tasked to make a color scramble that could potentially inspire the emotionally challenged children to see beauty beyond repeating designs and colors, and to help uplift their moods and emotions. This project will be submitted and approved by the Art Director. | | **Exceptional (4)**  The product manifests all the necessary skills and understanding behind the given project  **Acceptable (3)**  The product manifest most of the necessary skills and understanding behind the given project  **Developing (2)**  The product manifests some of the necessary skills and understanding behind the given project  **Beginning (1)**  The product has to manifest the necessary skills and understanding behind the given project | | |
| Transfer Goal:  Apply visual elements and principles in creating a color scramble that would inspire other people to see beauty beyond repeating design. | |
|  | | **Total Score:** | | **30** | | |
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|  | | **TOTAL** | | **100** | | |

Prepared by:

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Grade 7 & 8 Art Teacher

07/06/14