



North Kingstown High School Anchor Assignment Assessment Plan

Department **Art**

Name of Course **Ceramics 2**

“Title” of Anchor Assignment **thrown glazed vessel**

What are students asked to do/create/write/present to complete this assignment?

Students are to create a thrown vessel. Students will learn how to throw, center and open up successfully. Students will learn how to fire and glaze their own piece.

At the completion of the anchor assignment students are to write a reflection on their learning curve and what they have discovered through the experience.

GSE(s) Covered by this Assignment:

VA&D (9-12)-1

- b.** generating, applying, revising, and evaluating strategies and techniques to address artistic problems
- c.** using observation to develop a reasonably accurate visual representation of a variety of shapes, proportionally and in perspective
- d.** documenting and evaluating personal progress through a portfolio of self-created art work identifying strengths and weaknesses

NKHS Expectation(s) for Student Learning Covered by this Assignment:

Expectation #5: Visual Communication

The NKHS student shall effectively communicate ideas across disciplines through visual communication.

Expectation #6: Problem Solving

The NKHS student shall solve problems, and express those solutions through a variety of mediums.

Expectation #8: Arts and Culture

The NKHS student shall acquire an understanding and appreciation of the importance of the arts, and culture.

Problem Solving

Depth of Knowledge (Check one)

_____ **Level 1-** Recall of Information - requires the student to write or recite simple facts. Does not include complex synthesis or analysis, but basic ideas. Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps.

_____ **Level 2-** Basic Reasoning- requires some mental processing, connecting ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences; Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step.

 x **Level 3-** Complex Reasoning- requires some higher level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some synthesis and analysis. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning.

_____ **Level 4-** Extended Reasoning- Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

Is proficient completion of this assignment required for the e-Portfolio? Yes x No _____

How will this anchor assignment be graded and weighed in the overall grading?

Rubrics established by North Kingstown High School Expectations and Rubrics

Expectation #5: Visual Communication

Expectation #6: Problem Solving

Expectation #8: Arts and Culture

Outline the opportunities for students to revise their work.

All students will be given one opportunity to revise their work after the completion of a classroom critique, if at that time the student still needs extra time to revise their work it will be allotted.