



North Kingstown High School Anchor Assignment Assessment Plan

Department **Art**

Name of Course **Two Dimensional Design**

“Title” of Anchor Create visual point of purchase design advertisement for a foreign play presenting to an American audience for the first time.

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

Students will create a visual point of purchase design advertising for a foreign play presenting it to an American audience.

The assignment will focus on graphic design and corporate branding. Emphasis will be placed on problems in communication such as advertising, cartooning, signage and symbols, which connect to the consumer through the language of design. Corporate visual branding, The Visual Brand Language is a key ingredient necessary to make an authentic and convincing brand strategy that can be applied uniquely and creatively in all forms of brand communications to both employees and customers. Successful Visual Brand Language creates a memorable experience for the consumer, encouraging repeat business and boosting the company's economic health. It is a long-term creative solution that can be leveraged by an executive team to showcase their brand's unique personality.

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

VAD 1 (9-12) – 2

Students demonstrate knowledge and skill of media, tools, techniques, and processes of VA&D

- a. selecting and evaluating a variety of media, tools, techniques, and processes in creating two- and three-dimensional works of art and design (e.g., digital media, sculpture, found objects, assemblage)

VAD 2 (9-12) –1

Students demonstrate knowledge and understanding of the role of VA&D in personal, cultural, and historical contexts

- a. evaluating several unique purposes for making visual art and design (e.g., telling a story; communicating ideas, personal beliefs, and emotions; creating functional objects; making political and social commentary) a. researching and evaluating a specific purpose for the making of a particular piece of visual art or design (e.g., telling a story; communicating ideas, personal beliefs, and emotions; creating functional objects; making political and social commentary)

VAD 3 (9-12) –1

Students communicate in the language of VA&D

- a. evaluating and applying media techniques, processes, and visual arts and design concepts to convey specific feelings, ideas, or meanings
- b. describing the connections between Visual Arts and Design and other disciplines (e.g., artists communicate historical events; artists explain how things work in images)
- c. interpreting and evaluating specific qualities about the visual arts and design in two cultures and time periods

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

Expectation #1: Independent Academic Responsibility

The NKHS student shall work independently to reach his/her potential

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.

_____ **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 _____ 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.

I will provide students, exemplars of excellent professional as well as student work—so that students during the creative process can learn to peer-edit and self-evaluate their designing techniques at each stage, before submitting art for grading.

Through rigorous practice and demonstrations of integrating elements and principals of art, students will recognize the difference between good designs and great ones. When techniques are routinely and explicitly taught, in carefully-sequenced steps, with exemplars, students will learn them.