

**NM** Public Education Department

# ART 4-5

END-OF-COURSE EXAM | GRADE 4-5 | YEAR 17-18

ASSESSMENT BLUEPRINT

# Purpose Statement

## Fine Arts: Visual Arts 4-5

The Visual Arts 4-5 EoC Exam is intended to measure student proficiency of the New Mexico Visual and Performing Arts Standards. This course-level exam is provided to all students who have completed Visual Arts 4-5 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 2016-17 school year, teachers were brought together in person and online to revise the blueprints. 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.


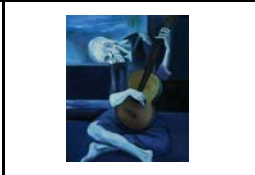



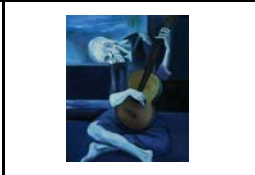



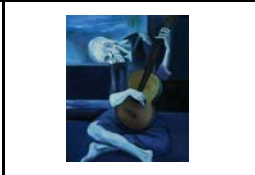


NMPED wants to especially recognize the following person(s) who led the revision for this blueprint:


*Michelle Clark, North Valley Academy, Blueprint Lead  
Amy Summa, Santa Fe Public Schools*

## Explanation of Blueprint & Test Specifications Table













Standard	Performance Standard with Test Specifications:
<p>The standards identified in this portion of the blueprint are aligned to the New Mexico Visual and Performing Arts Standards (2009): <a href="http://www.ped.state.nm.us/Humanities/Arts/index.html">http://www.ped.state.nm.us/Humanities/Arts/index.html</a></p> <p>New Mexico Teachers identified the standards to be measured on the EOC exam using the following criteria: 1) a great deal of instructional time is spent on the standard as identified in the curriculum 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 <b>subset</b> 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"> <li>• This portion of the blueprint identifies the specific skill and knowledge students will have to demonstrate during the exam.</li> <li>• Item specifications provide clarity on the assessments limits.</li> <li>• 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.</li> <li>• Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items.</li> </ul>
	<p><b>Item Types:</b>  <b>The item types for this EOC exam are limited to:</b>  <b>MC = Multiple Choice only with or without stimulus</b> (e.g., image, chart, video)</p>
	<p><b>Sample Question(s):</b></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"> <li>• An asterisk (*) denotes the correct answer.</li> <li>• DOK = Depth of Knowledge</li> </ul>

## Blueprint Table Visual Arts, Grades 4-5

Standard	Performance Standard with Test Specifications:								
<p><b>4-5.VISUAL ARTS.1.1A.b</b></p> <p><b>Standard: 1</b> Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.</p> <p><b>Benchmark: 1A</b> Participate in the process of making and looking at works of art to understand the elements of art, such as: color, form, line, shape, size, space, texture and value.</p>	<p>(b) Apply the elements of art in an assigned visual arts problem.</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>• Identify the elements of art in various pieces of artwork. The elements of art are:               <ul style="list-style-type: none"> <li>• line (e.g., straight, curvy, zigzag, bold, dotted)</li> <li>• shape (e.g., geometric &amp; organic)</li> <li>• color (i.e., primary, secondary, complementary, warm, and cool)</li> <li>• form (i.e., 3-dimensional, sphere, cube, cone, and cylinder)</li> <li>• texture (e.g., rough, smooth)</li> <li>• space (i.e., foreground, background, middle ground, positive, and negative)</li> <li>• value (i.e., tints and shades, and value scale)</li> </ul> </li> </ul>								
	<p><b>Item Types:</b> MC with or without stimulus</p>								
	<p><b>Sample Question:</b></p> <p>Which picture best shows all three primary colors?</p>								
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>A.*</td> <td>B.</td> <td>C.</td> <td>D.</td> </tr> </table>					A.*	B.	C.	D.
									
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	<p><b>DOK 1</b></p> <p>Source1:<a href="https://upload.wikimedia.org/wikipedia/commons/c/c3/Composition_A_by_Piet_Mondrian_Galleria_Nazionale_d%27Arte_Moderna_e_Contemporanea.jpg">https://upload.wikimedia.org/wikipedia/commons/c/c3/Composition_A_by_Piet_Mondrian_Galleria_Nazionale_d%27Arte_Moderna_e_Contemporanea.jpg</a></p> <p>Source2 <a href="http://www.artic.edu/aic/collections/exhibitions/Modern/Guitarist">http://www.artic.edu/aic/collections/exhibitions/Modern/Guitarist</a></p> <p>Source3:<a href="https://commons.wikimedia.org/wiki/File%3AVan_Gogh_-_Starry_Night_-_Google_Art_Project.jpg">https://commons.wikimedia.org/wiki/File%3AVan_Gogh_-_Starry_Night_-_Google_Art_Project.jpg</a></p> <p>Source4:<a href="https://commons.wikimedia.org/wiki/File%3ALouis_Verboeckhoven_-_Shipping_on_rough_waters.png">https://commons.wikimedia.org/wiki/File%3ALouis_Verboeckhoven_-_Shipping_on_rough_waters.png</a></p>								

Standard	Performance Standard with Test Specifications:
<p><b>4-5.VISUAL ARTS.1.1B.a</b></p> <p><b>Standard: 1</b> Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.</p> <p><b>Benchmark: 1B</b> Explore and develop skills using art materials, tools, and techniques.</p>	<p>(a) Select a variety of materials, tools, and techniques for producing desired artistic results.</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>• Identify visual arts materials in context of final products (i.e., paint, pencil, colored pencils, crayon, marker, clay, paper, and recycled/found material)</li> <li>• Identify visual arts techniques (i.e., drawing, painting, sculpture, clay, collage)</li> <li>• Examine the use of visual arts tools (e.g., scissors, glue, paintbrush)</li> </ul> <p><b>Item Types:</b> MC with or without stimulus</p> <p><b>Sample Question:</b></p>  <p>Source: <a href="https://upload.wikimedia.org/wikipedia/commons/4/44/Po-Pay_cvc_500h_1.jpg">https://upload.wikimedia.org/wikipedia/commons/4/44/Po-Pay_cvc_500h_1.jpg</a></p> <p>What type of tools and materials were <b>most likely</b> used in the final production of this sculpture?</p> <ul style="list-style-type: none"> <li>A. clay, plaster, and concrete *</li> <li>B. paint, brush, and charcoal</li> <li>C. paper, copper, and concrete</li> <li>D. clay, canvas, and charcoal</li> </ul> <p>DOK 1</p>

<p align="center"><b>Standard</b></p>	<p><b>Performance Standard with Test Specifications:</b></p>
<p><b>4-5.VISUAL ARTS.4.4A.a</b>  <b>4-5.VISUAL ARTS.4.4A.b</b></p> <p><b>Standard: 4</b>          Demonstrate an understanding of the dynamics of the creative process.</p> <p><b>Benchmark: 4A</b>          Understand that works of art come from diverse sources of inspiration including personal and cultural experiences.</p>	<p>(a) Solve artistic challenges using preliminary sketches, divergent production, and various sources of inspiration.</p> <p>(b) Examine works of art with a focus on their sources of inspiration.</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>• Identify steps is planning through use of sketches</li> <li>• Understand various sources of inspiration. (e.g., books, digital media, prints, demonstrations, world art, nature, museums, internet)</li> <li>• Identify art specific processes and vocabulary</li> </ul> <p><b>Item Types:</b>          MC with or without stimulus</p> <p><b>Sample Question:</b></p> <p>Artists often create a practice drawing of their ideas. What is this type of drawing called in art?</p> <ul style="list-style-type: none"> <li>A. a collage</li> <li>B. a draft</li> <li>C. a sketch*</li> <li>D. a portfolio</li> </ul> <p>DOK 1</p>

<p style="text-align: center;"><b>Standard</b></p> <p><b>4-5.VISUAL ARTS.6.6A.d</b></p> <p><b>Standard: 6</b> Show increased awareness of diverse peoples and cultures through visual and performing arts.</p> <p><b>Benchmark: 6A</b> Explore the visual arts of diverse peoples, times, places, and cultures.</p>	<p><b>Performance Standard with Test Specifications:</b> (d) Recognize art from a variety of New Mexico <del>and world</del> cultures.</p> <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of culturally relevant New Mexican art and artists (i.e., Native American, Spanish Colonial, Mexican folk art, contemporary, and New Mexican artists)</li> <li>• Questions focus on pottery, weaving, metal work, architecture, and folk art relevant to New Mexico culture and Georgia O’Keeffe</li> <li>• Strikethrough indicates this portion of the standard will not be assessed</li> </ul> <p><b>Item Types:</b> MC with or without stimulus</p> <p><b>Sample Question:</b> Which vase reflects New Mexico’s Native American culture?</p> <table border="1" data-bbox="741 841 1793 1209"> <tr> <td data-bbox="741 841 1003 1123">  </td> <td data-bbox="1003 841 1266 1123">  </td> <td data-bbox="1266 841 1528 1123">  </td> <td data-bbox="1528 841 1793 1123">  </td> </tr> <tr> <td data-bbox="741 1123 1003 1209" style="text-align: center;">A.</td> <td data-bbox="1003 1123 1266 1209" style="text-align: center;">B.</td> <td data-bbox="1266 1123 1528 1209" style="text-align: center;">C.</td> <td data-bbox="1528 1123 1793 1209" style="text-align: center;">D.*</td> </tr> </table> <p><b>DOK 1</b>  Source 1: <a href="https://upload.wikimedia.org/wikipedia/commons/3/3d/Getty_Open_Image_kleophrades-painter-attic-panathenaic-amphora-greek-attic-490-480-bc_depicting_four_horse_chariot_race_00871101.png">https://upload.wikimedia.org/wikipedia/commons/3/3d/Getty_Open_Image_kleophrades-painter-attic-panathenaic-amphora-greek-attic-490-480-bc_depicting_four_horse_chariot_race_00871101.png</a>  Source 2: <a href="https://upload.wikimedia.org/wikipedia/commons/8/8c/Chinese_-_Bottle_Vase_Made_for_a_Portuguese_Trader_-_Walters_491616_-_Side_A.jpg">https://upload.wikimedia.org/wikipedia/commons/8/8c/Chinese_-_Bottle_Vase_Made_for_a_Portuguese_Trader_-_Walters_491616_-_Side_A.jpg</a>  Source 3: <a href="https://commons.wikimedia.org/wiki/File:Korean_lobe-shaped_vase,_Koryo_dynasty,_early_13th_century,_stoneware_with_celadon_glaze_and_black_and_white_slip_inlay,_HAA.JPG">https://commons.wikimedia.org/wiki/File:Korean_lobe-shaped_vase,_Koryo_dynasty,_early_13th_century,_stoneware_with_celadon_glaze_and_black_and_white_slip_inlay,_HAA.JPG</a>  Source 4: <a href="http://www.kimosabetaos.com/images/Pottery%2011.23.13%20640px/022.jpg">http://www.kimosabetaos.com/images/Pottery%2011.23.13%20640px/022.jpg</a></p>					A.	B.	C.	D.*
									
A.	B.	C.	D.*						

Visual Arts 4-5 EOC Blueprint					
Reporting Category	Standard	(Count by DOK)			Total
		1	2	3	
Elements and Principles	4-5.VISUAL ARTS.1.1A.b	4	2	1	7
Culture	4-5.VISUAL ARTS.6.6A.d	2	1		3
Inspiration	4-5.VISUAL ARTS.4.4A.a 4-5.VISUAL ARTS.4.4A.b	1	3	2	6
Tools & Material	4-5.VISUAL ARTS.1.1B.a	1	2	1	4
	<b>Grand Total</b>	<b>8</b>	<b>8</b>	<b>4</b>	<b>20</b>