NM Public Education Department

ART 9-12

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 18–19

ASSESSMENT BLUEPRINT

Purpose Statement

Fine Arts: Visual Arts 9-12

The Visual Arts 9-12 EoC Exam is intended to measure student proficiency of the New Mexico Core Arts Standards. This course-level exam is provided to all students who have completed Visual Arts 9-12 or related courses.

This exam can be given for the following STARS course codes:

- **1150 - Introduction to Art**
- **1151 - Art Appreciation**

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 2018-19 school year, teachers were brought together online to revise and dually align the blueprints with the newly adopted New Mexico Core Arts Standards and the 2009 New Mexico Visual and Performing Arts Standards. 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. A team will reconvene in the 2019 Spring semester to create an EoC aligning to the New Mexico Core Arts Standards.

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

Vicki Evans, Consultant, Blueprint Lead
Amy Summa, Santa Fe Public Schools
Lauren Sabato, Pojoaque Valley Schools (alignment with the New Mexico Core Arts Standards)

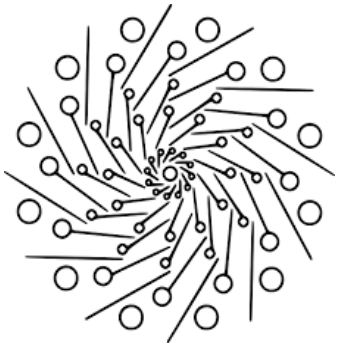
Explanation of Blueprint & Test Specifications Table

Standard	Performance Standards with Test Specification:
The standards identified in this portion of the blueprint are dually aligned to the old New Mexico Visual and Performing Arts Standards (2009) and the recently adopted New Mexico Core Arts Standards. Refer to the link below for the Enduring Understanding and Essential Question associated with the listed standard: https://www.nationalartsstandards.org/ New Mexico Teachers identified the standards to be measured on the EOC exam. Typically, the standard was identified to be measured because: 1) a great deal of curricular instructional time is spent on this standard and/or; 2) the standard is important to subsequent learning. It is important to note that the standards in the blueprint are only a **subset** 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.	● This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam. ● Item specifications provide clarity on the assessments limits. ● 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.
	Item Types: **The item types for this EOC exam are limited to:** **MC = Multiple Choice only with or without stimulus** (e.g., image, chart, video)
	Sample Question(s): Sample questions have been provided to assist teachers to correlate the questions with the test item specifications. ● An asterisk (*) denotes the correct answer. ● DOK = Depth of Knowledge

Blueprint Table Visual Arts, Grades 9-12

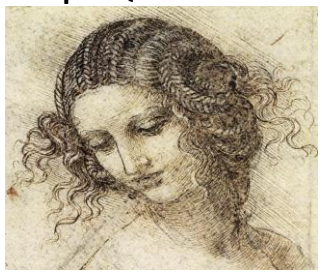
Standard	Performance Standards with Test Specification:

2009 New Mexico Visual Arts Standards
 	
9-12.VISUAL ARTS.1.1A.b
 	
Standard: 1
Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.
 	
Benchmark: 1A
Explore and understand the elements of art and principles of design and what makes them effective in solving specific art problems.
 	
2018 New Mexico Core Arts Standards
 	
Anchor Standard 8: Interpret intent and meaning in artistic work.
 	
Grade HS proficient
VA:Re8.1.HSI
Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 	
Grade Hs accomplished
VA:Re8.1.HSII
Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
 	
Grade Hs advanced
VA:Re8.1.HSIII
Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
	(b) Evaluate elements of art, principles of design and other artistic concepts as to their effect in various works of art.
	
	Specifications:
	• Identify the different elements of art (e.g., line, shape, color, value, texture, form, space).
	• Identify the different principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety).
	• Use art vocabulary:
	  ◦ elements of art (e.g., line, shape, color, value, texture, form, space).
	  ◦ principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety)

	Item Types: MC with or without stimulus
	 **Sample Question:** What element of art or principal of design does this image ***best*** represent? A. value B. radial balance* C. texture D. contrast DOK 1 *Source:https://commons.wikimedia.org/wiki/File:Linea_mandala_drawing.svg*

Standard	Performance Standards with Test Specification:
2009 New Mexico Visual Arts Standards **9-12.VISUAL ARTS.1.1B.b** **Standard: 1** Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts. **Benchmark: 1B** Show skill, confidence, and sensitivity in applying knowledge of art media and techniques to the production of artwork. **2018 New Mexico Core Arts Standards** **Anchor Standard 8:** Interpret intent and meaning in artistic work. **Grade Hs proficient** **VA:Re8.1.HSI** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. **Grade Hs accomplished** **VA:Re8.1.HSII** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. **Grade Hs advanced** **VA:Re8.1.HSIII** Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	(b) Evaluate the use of techniques and effectiveness of media in various works of art. **Specifications:** ● Identify the different elements of art (e.g., line, shape, color, value, texture, form, space). ● Identify the different principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety). ● Distinguish the differences between selected elements of art and the principles of design. **Item Types:** MC with or without stimulus **Sample Question:** *Source:http://wallpoper.com/images/00/34/00/42/patterns-gecko_00340042.jpg* What dominant *element of art* and *principle of design* are used in this artwork? A. emphasis and balance B. texture and space C. shape and pattern* D. opaque and form DOK 2

Standard	Performance Standards with Test Specification:
2009 New Mexico Visual Arts Standards **9-12.VISUAL ARTS.2.2B.b** **Standard: 2** Use dance, music, theatre/drama, and visual arts to express ideas. **Benchmark: 2B** Describe how specific works of art can communicate an idea or elicit a variety of responses through the use of selected media, techniques, and processes. **2018 New Mexico Core Arts Standard** **Anchor Standard 8:** Interpret intent and meaning in artistic work. **Grade Hs proficient** **VA:Re8.1.HSI** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. **Grade Hs accomplished** **VA:Re8.1.HSII** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. **Grade Hs advanced** **VA:Re8.1.HSIII** Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	(b) Review and assess the use of elements of art and principles of design in art works. **Specifications:** ● Identify the different elements of art (e.g., line, shape, color, value, texture, form, space). ● Identify the different principles of design (e.g., balance, contrast, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety). ● Investigate works of art recognizing specific elements of art and principles of design. **Item Types:** MC with or without stimulus **Sample Question:** *Source: https://en.wikipedia.org/wiki/The_Starry_Night* Vincent Van Gogh's Starry Night uses texture and line in the sky to demonstrate what *principle of design*? A. movement* B. composition C. emphasis D. balance DOK 1

Standard	Performance Standards with Test Specification:
2009 New Mexico Visual Arts Standards **9-12.VISUAL ARTS.4.4A.a** **Standard** Demonstrate an understanding of the dynamics of the creative process. **Benchmark: 4A** Analyze the qualities and characteristics of various art, media, techniques and processes that influence the creative process. **2018 New Mexico Core Arts Standards** **Anchor Standard 1:** Generate and conceptualize artistic ideas and work. **Grade Hs proficient** **VA:Cr1.2.HSI** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. **Grade Hs accomplished** **VA:Cr1.2.HSII** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. **Grade Hs advanced** **VA:Cr1.2.HSIII** Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.	(a) Synthesize idea-gathering processes, art elements and design principles with subject, theme and content to express personal experiences and create meaning in art. **Specifications:** ● Identify the use of different elements of art and principals of design achieve desired effects ● Identify steps in the planning process when creating works of art ● Identify how media used for a work of art may be dependent on the subject and theme ● Identify how elements of design and elements of art are used to create meaning and relay person experiences **Item Types:** MC with or without stimulus **Sample Question:**  *Source:* https://www.pinterest.co.uk/WahooArtFrance/leonardo-da-vinci/ *(Labeled for reuse)* Analyze the portrait by Leonardo da Vinci. What *principle of design* is used to make this portrait look realistic? A. variety B. emphasis C. proportion* D. movement DOK 1

Visual Arts 9-12 Alignment Framework					
Reporting Category	**Standard**	**(Count by DOK)**			**Total**
		1	**2**	**3**	
Essential Skills **Interpret intent and meaning in artistic work.**	9-12.VISUAL ARTS.1.1A.b **VA:Re8.1.HSI** **VA:Re8.1.HSII** **VA:Re8.1.HSIII**	15	4	2	21
	9-12.VISUAL ARTS.1.1B.b **VA:Re8.1.HSI** **VA:Re8.1.HSII** **VA:Re8.1.HSIII**		3		3
Using Art to Express Ideas **Interpret intent and meaning in artistic work.**	9-12.VISUAL ARTS.2.2B.b **VA:Re8.1.HSI** **VA:Re8.1.HSII** **VA:Re8.1.HSIII**		6	2	8
Analyzing Art **Generate and conceptualize artistic ideas and work.**	9-12.VISUAL ARTS.4.4A.a **VA:Cr1.2.HSI** **VA:Cr1.2.HSI** **VA:Cr1.2.HSI**		6		6
	Grand Total	**15**	**19**	**4**	**38**

*New Mexico Core Arts Standards are in **blue.**