

## Cognitive Demand – Visual Arts

### Adapted from A Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom's Taxonomy

	Cognitive Demand/Type	Evidence of Learning Terms-Student Behaviors																				
Remembers	<p><b>Remembers:</b> Recognize/recalls – Retrieves relevant knowledge from long-term memory.</p> <p><b>Example GLE:</b> <i>Applies, analyzes and creates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a work of art. (Grade 5, 1.1.1)</i></p> <p><b>Example Evidence of Learning:</b> <i>Uses lines to create hatching, cross-hatching and scribbling in artworks.</i></p>	<p>Describes Discovers Explores Identifies Recognizes Remembers Uses</p>																				
Understands	<p><b>Understands:</b> Comprehends – Constructs meaning from instructional messages, including oral, written and graphic communication.</p> <p><b>Example GLE:</b> <i>Applies, analyzes and creates repetition/pattern, contrast, variety, valance, movement/rhythm, and proportion in a work of art. (Grade 3, 1.1.2)</i></p> <p><b>Example Evidence of Learning:</b> <i>Classifies types of balance such as symmetrical, asymmetrical, and radial.</i></p>	<table border="0"> <tr> <td>Classifies</td> <td>Finds</td> </tr> <tr> <td>Compares</td> <td>Identifies</td> </tr> <tr> <td>Contrasts</td> <td>Responds</td> </tr> <tr> <td>Defines</td> <td>Shares</td> </tr> <tr> <td>Describes</td> <td>Sorts</td> </tr> <tr> <td>Explains</td> <td>Uses</td> </tr> </table>	Classifies	Finds	Compares	Identifies	Contrasts	Responds	Defines	Shares	Describes	Sorts	Explains	Uses								
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Applies	<p><b>Applies: Carries out/uses –</b> Executes – Carries out a procedure in a familiar task Implements – Uses a procedure in an unfamiliar task.</p> <p><b>Example GLE:</b> <i>Analyzes and applies visual arts skills and techniques to create original works of arts in two and/or three dimensional. (Grade 7/8, 1.2)</i></p> <p><b>Example Evidence of Learning:</b> <i>Applies color theory and techniques in a variety of mediums in artworks.</i></p>	<table border="0"> <tr> <td>Articulates</td> <td>Explains</td> </tr> <tr> <td>Constructs</td> <td>Explores</td> </tr> <tr> <td>Differentiates</td> <td>Finds</td> </tr> <tr> <td>Defines</td> <td>Identifies</td> </tr> <tr> <td>Demonstrates</td> <td>Implements</td> </tr> <tr> <td>Describes</td> <td>Practices</td> </tr> <tr> <td>Determines</td> <td>Presents</td> </tr> <tr> <td>Discusses</td> <td>Responds</td> </tr> <tr> <td>Engages</td> <td>Selects</td> </tr> <tr> <td>Examines</td> <td>Uses</td> </tr> </table>	Articulates	Explains	Constructs	Explores	Differentiates	Finds	Defines	Identifies	Demonstrates	Implements	Describes	Practices	Determines	Presents	Discusses	Responds	Engages	Selects	Examines	Uses
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\*A Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al., 2001) categorizes cognition into six categories: Remember, Understand, Apply, Analyze, Evaluate, and Create. Because cognition is complex, the use of one category of cognition to identify the cognitive demand may not capture all of the cognitive processes working together. For example, when a student applies skills to collect and organize data for a graphic display, the process crosses several cognition categories.

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Analyzes	<p><b>Analyzes:</b> Examines – material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose.</p> <p><b>Example GLE:</b> <i>Creates, analyzes and evaluates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a work of art. (Grade 9/10, 1.1.1)</i></p> <p><b>Example Evidence of Learning:</b> <i>Distinguishes between one and two point perspective in a variety of artworks, including photographs.</i></p>	Adjusts Attributes Compares Contrasts Determines Differentiates Discriminates Distinguishes Examines	Gathers Plans Reflects Researches Responds Revises Selects Speculates		
Evaluates	<p><b>Evaluates:</b> Checks/Critiques – Makes judgments based on criteria and standards.</p> <p><b>Example GLE:</b> <i>Creates, analyzes and evaluates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a work of art. (Grade 11/12, 1.1.1)</i></p> <p><b>Example Evidence of Learning:</b> <i>Justifies the use of value in a variety of artworks through written reflection or oral presentations/critique.</i></p>	Compares Contrasts Critiques Interprets	Judges Justifies Refines Revises		
Creates	<p><b>Creates:</b> Generates/plans/produces – Puts elements together to form a coherent or functional whole; reorganizes elements into a new pattern or structure.</p> <p><b>Example GLE:</b> <i>Creates, analyzes and evaluates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a work of art. (Grade 7/8, 1.1.1)</i></p> <p><b>Example Evidence of Learning:</b> <i>Produces the illusion of 3-D form on a 2-D surface in a variety of artworks including various media and/or virtual space.</i></p>	Arranges Assembles Combines Commemorates Constructs Demonstrates Designs Develops Distinguishes Draws	Expresses Generates Makes Mixes Overlaps Paints Plans Presents Produces Refines	Represents Responds Revises Rubs Sculpts Selects Stamps Synthesizes Traces	

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