

This classroom activity introduces students to the context of the performance task. This ensures that students are not disadvantaged in completing the skills the task intends to assess. Contextual elements include understanding the situation of the task, potentially unfamiliar concepts associated with the situation or setting, and key terms or vocabulary students will need to understand in order to engage with the performance task. This classroom activity is also intended to interest the students in the task they are to complete. This activity should be easy to implement and contains clear instructions.

Please read through the entire classroom activity before beginning the activity with students. This will ensure that all classroom preparation is completed before the activity begins.

**Resources Needed:**

- Chart paper, whiteboard, or chalkboard
- Markers or chalk

**Learning Goals:**

- Students will understand the basic aspects of working together on an art piece

[**Purpose:** The facilitator's goal is to introduce the students to a group artwork project.]

**Facilitator says:** "Today we will be talking a little bit about art. I know we do some art in school. How many of you like to do art?"

[Allow students to raise hands.]

**Facilitator says:** "Great! Have any of you created a piece of art with a group before?"

[Allow students to raise hands.]

**Facilitator says:** "The performance task you will be doing will be about a group artwork project. Within the task, you will be asked questions about how to display and make a piece of art with a group. If you were to create a piece of art with a group, what might you need?"

**Possible answers (*unscripted*):**

- tools for art
- group of people
- paper or surface to do art on
- paint, markers, glue, or pencils
- aprons or something to cover clothes in case of mess

[Write the student responses on the board. If all answers listed above are not present, add to the list.]

**Facilitator says:** "Those are all great answers! One thing that you would need to do if you were creating a piece of art with a group would be to decide who is doing what. If one person likes to do something specific, it is important that you all work as a group to decide what each person will do and how much each person will do."

**Facilitator says:** "You would also need to determine the size of your artwork so you can decide where to display your beautifully created artwork. Do you know what you would need to think of when deciding where to hang your artwork?"

[Pick a few student volunteers to answer.]

**Facilitator says:** "You would need to know the size of the artwork and the size of the space you want to hang the artwork. If the size of the artwork is larger than the area of the wall, it would not fit. Make sure to keep this in mind if you ever want to hang a piece of art."

**Facilitator says:** "Now that we have discussed artworks, you are now ready to start your performance task."

[Collect all notes from students and remind them they cannot be used during the performance task.]