

Arts Assessment For Learning

VISUAL ARTS — 7TH GRADE

ACTION PLAN: COLLAGE - SELF-PORTRAIT

Who (the class or group I will focus on):

- 7th grade art class

Inquiry question:

Does a process of peer and self-assessment that uses independent goal setting improve students' painted collages?

Student learning goals:

Blueprint:

Collage: Use of a variety of painted textures, color mixing, balanced composition demonstrating unity through color, observation and depiction of detail, and a personal point of view.

ELA Common Core Standards: Discussion of Romare Bearden's Collages:

CCSS.ELA-Speaking and Listening Standards: SL7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Speaking and Listening Standards: SL7.1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

ELA Common Core Standards Co-authored (student/teacher) rubric writing

CCSS.ELA-Language Standards: L.7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

ELA Common Core Standards: Peer Assessment/Self-Assessment:

CCSS.ELA-Writing Standards: W.7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information (visual evidence) and examples.

ELA Common Core Standards: Self-reflection written assignment:

CCSS.ELA-Writing Standards: W7.1: Write arguments to support claims with clear

Arts Assessment For Learning

What formative assessment strategy I will put into practice:

Peer assessment, self-assessment, and teacher conferencing (to deliver feedback).

Why this strategy will help my students achieve or improve the above goals:

- Peer and self-assessment using a rubric will help students build their observation skills and assimilate the vocabulary through feedback. Their writing will improve through the use of clear criteria tied to the discipline vocabulary.

How I plan to implement this assessment strategy in my practice and/or lessons:

- The students will work on preliminary self-portrait sketches, and then mix their tempera colors to match their physical features.
- The students will paint strips of paper with their color choices and then cut them into small “tesserae.”
- Using a rubric, students will lay out their collages without gluing the “tesserae” to the paper sketch.
- They will peer assess using prepared assessment forms and discuss their work with a partner before beginning the gluing process.
- All of the work will be reviewed by the teacher while the peer assessment is in effect.
- After the review, the students will begin their collages.

Peer Assessment:

- When the collages are half way done, students will engage in a written self-assessment, and discuss their progress with their partner again before completing the project.
- They will peer assess using prepared assessment forms and discuss their work with a partner before beginning the gluing process.
- All of the work will be reviewed by the teacher while the peer assessment is in effect.

Self-Assessment:

- After the review, the students will begin their collages.
- Students will revise their work based on peer, self and teacher feedback.

Arts Assessment For Learning

When I plan to implement this strategy (at which point in the teaching/learning cycle or unit plan):

The first review will take place at the beginning of the project (after the tesserae have been made) and the second review half way through the unit. They will write a self-assessment piece at the end of the project.

Evidence of effectiveness of this assessment strategy:

- Goal: Understand the concept of balance (composition and color) and are able to apply it to their work. Will be demonstrated in the feedback forms, their revision process and final self-portraits.
- I will know they have improved their skill level by reviewing the progress of the work from the first photographs/videos to the final product, and I will know they have mastered the vocabulary by reading their peer assessment and self-assessment pieces.

Unit: Collage

Sequence:

1. Romare Bearden and Collage Power Point (Classroom discussion)-SL.7.1, SL.7.1c.
2. Student Generated Rubric Writing with Visual Examples-L.7.3a-Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.
3. Preliminary Sketch Review-Students begin sketches.
4. Color Mixing Review-Students mix colors and prepare color strips to use as "tesserae."
5. Students work with partners to peer assess using prepared form (attached)-W7.2b.
6. Students begin the process of gluing "tesserae."
7. Students complete the collage project.
8. Students write a self-assessment-W.7.1.