

Arts Assessment For Learning

VISUAL ARTS — 4TH GRADE

ACTION PLAN: DRAWING:GRADATION

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

Our school has a large number of ESL students. This action plan will focus mainly on several ESL students in 4th grade. They will have a variety of skill levels, and most students speak very little English.

Inquiry question:

Does the process of peer and self-assessment, using visual rubrics, improve ESL students' abilities to create dimensional drawings?

Student learning goals:

Students will create a black and white, realistic drawing of pears using gradation.

Identify indicators from the *Blueprint* aligned with the student learning goals:

- Students will create a black and white drawing that demonstrates volume and control of medium.
- Students will learn to identify a light source.
- Students will experiment with drawing techniques.
- Students will develop their observation skills.

What formative assessment strategy I will put into practice:

Peer assessment, self-assessment, group assessment, and use of visual rubrics.

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

Students will learn the skills that will help them create more realistic, and dimensional art work. Learning how to make a gradation will help them create shadows, a light source, turn shapes into forms, and create volume.

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

- Identifying learning targets with clear criteria: Step-by-step modeling, and using visual rubrics to support each step.
- Giving and receiving feedback: During each step we'll use peer assessment, group assessment and/or self-assessment.
- Providing opportunities for revision: At the end of each assessment.

Arts Assessment For Learning

- Planning and adjusting my own instruction based on feedback: During and after each session

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

1. Formative assessment will start right away. First students will be assigned art partners they will work, and assess with. (Tip: This is a very important step. Try to pair stronger and weaker students together. Also, I try to pair ELLs with a partner that can translate.)
2. The first few lessons will be on drawing techniques, gradation and value. First, students will create a practice sheet of hatching, cross-hatching, stipple and shading. There will be a rubric on each on table (See rubrics in tools and resources folder.) Students will be asked to self-assess during this practice. They will compare their work to the samples on the visual rubric to see how they have done. This will serve as a baseline for their growth.
3. Once the practice is finished, students will begin to create a drawing of pears. They will attach a peer assessment sheet to the back of their work. (See the assessment sheet in tools attached.)
4. Towards the middle of the session after critical lessons (drawing the pears, defining a light source, adding a shadow, hatching, cross-hatching etc.), students will switch papers, and write one thing the student can do to improve their work. (See partner work tent card.) Then they will discuss it with each other. The rubrics will be posted and on the tables throughout the project. When they are done giving feedback they will discuss what they have suggested.
5. There should be time after this for revisions.
6. At the end of each session we will have a group share to improve one students work. (I like to do this on occasion, with a strong and confident student, who will not feel bad having their work made an example. I also avoid saying whose work we are discussing.)

Evidence of effectiveness of this assessment strategy:

I will use student's baseline drawing as evidence of the starting point for each student. The final drawing will show how students progressed. There will also be photos of their progress. Video of peer assessment will be taken during the class. Students will document their comments on an assessment sheet attached to the back of their partners' work.