

Arts Assessment For Learning

VISUAL ARTS — 7TH GRADE

ACTION PLAN: DRAWING PERSPECTIVE

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

Art D (meets twice a week)

Inquiry question:

Does peer assessment improve student understanding of perspective drawing?

Student learning goals:

- Students will understand the fundamentals of perspective and the importance of practice drawings in a sequential unit.
- Students will demonstrate an understanding of the rules of perspective and how they relate to the scale of object.
- Students will use their imaginations and create a cityscape that incorporates a wide range of values and personal views.

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

8th Grade Benchmark

Through close observation and sustained investigation, students develop individual and global perspectives on art; utilize the principles of art; solve design problems; and explore perspective, scale, and point of view

8th Grade Art Making: Drawing:

- perspective
- observation of detail
- scale of objects
- wide range of values
- a personal view

What formative assessment strategy I will put into practice:

The class will use student-teacher conferencing, self-assessment, and peer assessment.

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

The students will be administered a pre diagnostic to determine their understanding of perspective drawing. The results of this test will inform the instruction of the unit. The pre-

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diagnostic will be compared to the final drawings as a measure of student learning.

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

Perspective Drawing: The students create one or two point, complicated, cityscapes including: buildings, sidewalks, windows, etc.

Components: Aims, Do Nows, sketchbook practices, final,

Description:

- The students draw both one and two point perspective practices into their sketchbooks.
- The instructor leads the class in creating streets, buildings, sidewalks, roof pitches, ovals, etc. The diagrams are composed on the chalkboard and the students follow using rulers and T-squares.
- Point of view is explored focusing on the horizon line and vanishing points.
- After completing the diagrams students decide whether to create a cityscape in one, or two point perspective drawing.
- A preliminary drawing is created and will be the basis for their final compositions.
- At the point where the practices are finishing up, students will use a peer action plan that is included in the classroom activities.
- The students participate in peer assessment and offer suggestions on how to improve each other's work.
- A class-generated rubric is followed and each student writes a small reflection on how the drawing will be improved.
- The final composition is 12"X 18" and finished in color pencil and influenced by atmospheric perspective. The color of the buildings in the foreground is darker with the colors appearing lighter in the distance.

Peer Assessment:

- After, the one-point perspective practice drawing the students will participate in creating a final project rubric.
- A blank rubric will be distributed to the class. The instructor will show examples of previous projects. The examples will represent a range of mastery and ones with little understanding.
- The instructor will ask the students to discuss how the projects follow the rules of perspective concentrating on correctly drawn details.
- When the discussion is over a blank rubric will be drawn on the board. The rubric will be completed by student suggestion.

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- The instructor will steer the discussion around three criteria: details/complete, rules of perspective, and color.
- For each criterion, students describe what that criteria looks like at each level. The instructor takes these final student descriptions and creates the final rubric.

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

The strategy will be utilized when the practice drawings are near completion, and before the final projects are started.

Evidence of effectiveness of this assessment strategy:

Mastery will be evident when the students have reached their learning goals

- when they are able to demonstrate the understanding of one-point, two-point perspective and atmospheric perspective
- use their imaginations to create a cityscape
- the evidence will be in comparing the pictures of the practice drawings to the final projects

I will video students, photograph the final drawings and compare them to photographs of the student's sketchbook practices before and after the assessment.