

Arts Assessment For Learning

VISUAL ARTS — 7TH GRADE

REFLECTION: DRAWING PERSPECTIVE

Without judgment, describe what you did. Just the facts:

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

What went well?

1. The students had a great understanding of the rubrics and peer assessment procedures. This allowed students to use the assessment authentically in practice, giving non-judgmental, effective feedback!
2. The sketchbook drawings and final drawings were very successful!
3. Students had an understanding of the "rules of perspective", applying the rules to their diagrams, practice and final drawing!

What was so-so?

1. Some of the students did not complete the reflection question which asked, *How will I improve my drawing?*
2. The students thought they participated in the peer assessment too early.
3. They expressed a need to have the projects "more complete" before having another student give feedback on their work.

What was the most challenging part of trying this?

1. Designing and planning for all the components of the peer assessment!
2. Reassuring the students that the peer assessment was not a grade, it was constructive feedback they were to use to help them complete the final project.

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What was the impact of this strategy on student learning? (specific examples)

Peer assessment is a tool that allows students to become reflective practitioners, who think deeply about their work (and others), while building metacognitive awareness. The students become active members of the art room learning community, engaging in critical thinking and thoughtful critique!

What questions were raised for you as you implemented the assessment practice?

1. What are the "best" rubrics to use?
2. How can rubrics shape/inform student work and lesson planning?
3. Within a unit of study, how can I provide students with more formative feedback and self-reflections?

What new insights or understandings are forming as a result of this experience? (share with group)

I now understand the importance of student input. One of the most valuable experiences for the students, as well as for myself was the creation and development of the rubric. Students "owned" the expectations of the project, as clearly describe in the rubric, this gave them a deeper understanding of the assignment, the ability to give formative feedback to their peers, and skills needed to successfully complete the composition.

How do the results of your action plan inform your inquiry question?

I have identified the following evidence of student learning! 90% of students met the expectations of the project, scoring a 4 on the task specific rubric, proving the value of a co-created, task specific rubric, and the peer feedback.

Documentation to bring (student work, photos, writing, teacher journal, etc.):

1. Student work (sketchbook practice, final project, peer assessment graphic organizer, checklist).
2. Teacher observation of student discussions, and formative feedback.