

# Arts Assessment For Learning

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VISUAL ARTS — 7<sup>TH</sup> GRADE

## **ACTION PLAN: DRAWING: COLONIAL PORTRAITS**

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

7<sup>th</sup> Grade, Advance Program Class - inconsistent prior art instruction.

### **Inquiry question:**

Do peer and self- assessment, help students achieve proper proportions, placement of features, and volume, in a Colonial portrait?

### **Student learning goals:**

- Students will understand that proper proportions in the drawing of a human face are determined by the relationship between size, and placement of facial features.
- Students will be able to blend a range of values to demonstrate volume.

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

- Student will be able to create a series of drawings that demonstrate volume, and proportion.
- Students will be able to demonstrate control of medium.

### **What formative assessment strategy I will put into practice:**

Checklists, self-assessment, peer feedback forms, assignment guidelines and rubrics.

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

Looking at my students' baseline assessments on drawing a portrait, showed a lack of understanding of proportion, placement of features and range of values.

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

1. First, I will identify clear learning targets by looking at the baseline drawing.
2. Next, students will give and receive feedback (teacher, peer and self) using checklists and rubrics.
3. Last, the class will be provided opportunities for revision after peer feedback.

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

First, students will create a preliminary drawing of a portrait without any instruction. Then I will use a Power Point presentation, to lead a class discussion on proportions and placement of features. Students will use the HOW TO worksheets to practice how to draw eyes, mouth, nose, hair, etc. Then, following steps on the PORTRAIT PROPORTIONS worksheets, students will draw the second draft, and then self-assess using a checklist. Students will describe in writing, where and how their mistakes were made. They will also peer-assess and make further adjustments.

The final drawing will be the Colonial portrait. Students will study examples of Colonial paintings, and use worksheets with examples of fashion details. Students will peer-assess using the DRAWING CRITERIA worksheet. Next, students will be given time to make revisions based on peer feedback. The final drawing will be finished with all features, and correct proportions, following the rubric.

Students will use the VALUE worksheet to color the drawing with oil pastels, and peer-assess using the VALUE and BLENDING criteria worksheets. Final revisions will be made based on peer feedback. The unit will end with a reflection on the project.

## **Evidence of effectiveness of this assessment strategy:**

- Peer assessment sheets, will accurately indicate areas for revision
- The final portrait will demonstrate proper placement, proportions and shading to create volume.