

Arts Assessment For Learning

VISUAL ARTS — 4TH GRADE

HOW TO & TIPS: DRAWING: GRADATION- ESL

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.)