

Arts Assessment For Learning

VISUAL ARTS — 7TH GRADE

ACTION PLAN: FAUVIST PORTRAIT PAINTING

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

7th grade advanced art students

Inquiry question:

Does implementing a process of peer and self-assessment build students' awareness of light, value, and shadow in painting and improve their painting technique?

Learning Goal for Students:

This strategy will help our students achieve or improve the following learning goals:

Painting:

- The rich use of specific mediums, such as acrylic paint
- Awareness of light, value and contrast
- Use of prior observational sketches

Drawing:

- Observation of detail
- Personal view

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

- Students will be able to understand the properties of acrylic paint have an awareness of light, value and contrast, capture the likeness of one self-portrait from an observational sketch.
- Students will demonstrate the following in their work: the use of color, temperature (warm colors and cool colors), neutrals and saturation - to represent value.
- Students will demonstrate technical painting skills such as, blending gradients, illustrating soft and hard edges, and applying acrylic paint with the proper density.

What formative assessment strategy I will put into practice:

Peer and self- assessment using graphic organizers based on criteria checklists and visual rubrics

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

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Session 1:

- Paint the canvas with a neutral brown under-painting.

Session 2-3:

- Draw the portrait one section at a time. Eyes, nose, mouth, face shape, ears, neck and shoulders, and hair.
- Self- assessment happened after each stage. “Hold your drawing next to your face, look in the mirror, compare the shape of your real eye to your eye drawing, what’s working, what needs to change?”
- There was plenty of teacher feedback during this activity.

Session 4:

- Further self- assessment and revision of the drawing. Drawing completed in the 4th session.

Session 5:

- Create a warm/cool color value scale.
- Students painted seven 1-inch squares with colors that gradually progressed from light to dark and warm to cool.
- They observed a visual rubric and completed a graphic organizer, peer assessing each other’s value scales.

Session 6:

- Students corrected their value scales based on peer feedback.

Session 7 - 8:

- Students painted the two lightest values on their face from observation.
- They used colors from their value scale in their painting.
- A lot of teacher feedback happening during this time.

Session 9 - 10:

- Students continued to paint the lighter and neutral colors for their portrait.

Session 11:

- Students completed a peer assessment graphic organizer regarding the painting criteria.

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Session 12:

- Students revised their work based on peer feedback and self- identified goals.

Session 13 - 14:

- Students painted the darker values on the face.
- Teacher feedback was given orally as well as written on the student's graphic organizer

Session 15:

- Informal peer and teacher feedback was given regarding the darker values of the face.

Session 16:

- Final revision and completion of the portrait.

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

- We plan to use the warm and cool value scale rubric and graphic organizer at the end of the warm cool value scale activity.
- We will introduce the blending rubric and paint density rubric at the beginning of the portrait lesson.
- During the middle of the painting process we will complete a written peer assessment based on the rubrics and checklists using a graphic organizer.
- The last week of the assignment students will complete an abbreviated peer to peer assessment discussion before completing their work

What evidence of student work will demonstrate that learning visibly?

1. Videos of assessment activities, and student interviews
2. Before and after photographs
3. Power point presentation
4. Graphic organizers with student comments in writing