Arts Assessment For Learning

VISUAL ARTS — 7TH GRADE

ACTION PLAN: FIGURE DRAWING

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

The class I will focus on is a 7th grade art talent class that meets 5 times a week. The group is made up of gifted and talented as well as special education students.

Inquiry question:

Does peer assessment using a rubric improve the quality of students' figure drawings?

Student learning goals:

The art historical objective of the unit is:

- To teach the students about the origins of drawing the human body according to a canon of proportions. The Classical canon of proportions will be explained followed by a discussion about the canon of proportions used by the Renaissance artists.

The art-making goals of the unit are:

- To teach students how to draw accurate figures (scale, proportion) when doing observational figure drawings.

- The students will demonstrate their understanding of a balanced composition, how to use values to depict three dimensions and how observational skills are needed to depict details realistically.

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

Students will demonstrate that they have met the art making goals when they are able to draw figures that demonstrate/include:

1. Composition: An understanding of a balanced composition

2. Value: Realistic use of a wide range of values

3. Observation of Detail: Details indicating the development of keen observational skills

What formative assessment strategy I will put into practice:

Whole class peer assessment and self-reflection.

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

Peer assessment will provide constructive feedback that can be used for revision. Self-assessment (reflection) will allow the student artist plan for future work.

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

Visual Rubric:

The students will be shown work from students that attended the school in the past. They will be asked to identify criteria for each of the 4 grading categories (4,3,2,1) In small groups they will be asked to grade the drawings as 4,3,2, or 1. In a full class discussion they will comment on why they made their selections. Consensus will determine which drawings will be used in the visual rubric. The selected drawings will be posted in the classroom so that students will see them while they work.

First Series of Figure Drawings:

The students will work on preliminary sketches and then select one to be reviewed by their peers. The drawings will be taped to a wall. Using a set of criteria (written and visual rubrics) the students will comment on one another's work using a protocol sheet as a guide. The student artists will be encouraged to ask clarifying questions. The class will return to their work and complete another series of figure drawings keeping in mind the comments of their peers. When the second series of figure drawings have been completed the student artists will have the opportunity to self-reflect. They will write about their process and progress and comment on what they will focus on when they next do figure drawings. They will comment on what changes they made after the peer assessment and what were the outcomes. They will record both their progress and areas in need of further development.

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

Peer assessment will take place half way through the unit and the reflection at the end.

Evidence of effectiveness of this assessment strategy:

I will know that my students have met their learning goals when they are able to:

Understand the principles of human proportions and be able to apply them to their work. I will know they have improved their skill level by reviewing the progress demonstrated in their figure drawing series, and I will know they have mastered the vocabulary by reading their reflection pieces.