

HOW TO & TIPS: GRAPHIC DESIGN: CEREAL BOX

How to Use Formative Assessment in a Graphic Design Unit

1. Begin the lesson by introducing what feedback is and why we need to use it in our graphic design unit.
2. Discuss what criteria is, and generate with the class by looking at many cereal boxes and discussing what makes a cereal box design successful.
3. Introduce the ladder of feedback as the tool the students will use to give feedback by displaying the ladder of feedback. The questions in the ladder of feedback are 1. Clarify: Ask questions to help you understand the design better, 2. Value: Say something the designer did well., Concerns: Say something the designer can improve in their design., 4. Suggestions: Tell the designer what they should do to improve their design.
4. After introducing all the tools (criteria and ladder of feedback) to the class you should then model how to use the ladder of feedback.
5. When modeling begin by drawing one element (title, cereal box, character, anything extra) of the cereal design on a large 12x17 paper folded in half for all the pre-drawing work.
6. Each part of the design will be drawn on the 12x17 paper and revised on that same paper until the student is ready for their final copy.
7. The process is for modeling is to pretend the drawing you generated Specifically for modeling) is a students. Go through the ladder as if they were doing it.
8. Begin at the bottom of the ladder and ask a question of concern. If I were talking about a drawing of a talking strawberry, I might ask, *Is this strawberry the mascot for the cereal design, or is it just a design for the cereal box cover?*
9. The teacher then moves up the ladder to telling the designer (student volunteer) something they did well, stress that they always need to refer to the criteria when giving them feedback.
10. The next step is to say something the designer can improve in the sketch, it is important to distinguish this step from the last step. This statement identifies a concern and does not give a resolution to the concern.
11. The last step is where the feedback tells the designer how to fix the concern from step three. As always based on the criteria.

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12. After modeling the entire process, make sure the students understand that it is not finished. They need to then revise their work.
13. After both students complete their feedback session, each one should revise based upon the discussion.
14. At the conclusion of revision they should go back and discuss, did it help or do they need to continue to give each other feedback.

Tip

I clip a 6x9 copy of the ladder of feedback on a trifold piece of card stock. When the pair is giving feedback it is placed standing with the criteria directly in front of it. When they are working it is flat on the table. This notifies the teacher as to when each pair is working and when they are giving feedback. Eventually the feedback process should become an integrated part of every lesson.