Arts Assessment For Learning

ACTION PLAN: OIL PASTEL LANDSCAPE DRAWING

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

P.S.176, Grade 5

Inquiry question:

Does a student generated visual rubric improve the quality of peer feedback and self-assessment by focusing their revisions on specific criteria?

Student learning goals:

The unit creating landscape drawings introduces one criteria per session in the following sequence:

- Depth: Creating a foreground, middle-ground, background
- Composition: Using the space in an interesting way that moves the viewers eyes purposefully through the artwork
- Texture: Using various lines creating visual texture, more detailed in the foreground and less in the background
- Scale: Understanding that objects in the foreground are larger than those in the background

Identify indicators from the B*lueprint* aligned with the student learning goals:

Artist demonstrates:

- Depth through an awareness of visual textures

- Understanding of scale

- Composition by using space in an interesting way

- Observation of detail

What formative assessment strategy I will put into practice:

The formative assessment strategies that I will put into practice to help students achieve the learning goals are:

- Collaboration on a rubric, using visual resources

- Peer feedback and self-assessment using specific criteria from a rubric that is created by the students with support from the teacher.

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

Students in this class are used to engaging in conversation and ask questions concerning their landscape drawing, but are not thinking or reflecting deeply enough about specific criteria that is lacking in their own artwork or their partner's artwork. This negatively impacts the quality of feedback.

- Exploring student collaboration on a rubric might close the gap and scaffold more meaningful conversations, using art vocabulary, and better focus on the criteria they feel is lacking in their peer's landscape drawings as well as their own.

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

I *plan* to implement this assessment strategy by:

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Creating a student generated rubric by observing four images of landscape drawings:

Leveling the drawings:

- Students as a class view and discuss four landscape drawings that reflect each level (level 1,2,3 and 4). During a group discussion the students debate which level matches each landscape drawing.
- During this discussion, students focus on the important criteria, previously introduced throughout the unit. This helps the students to level the landscapes by discussing the specific criteria each piece demonstrates or is lacking. The focusing criteria are texture, depth, composition and scale.

- Students describe the levels:
- The group discussion concludes with the students agreeing on a level for each landscape. Each table is then assigned a specific level (level 1,2,3, or 4) and given a piece of paper labeled with that level and 4 or 5 bullet points below. Students then collaborate in four small groups to write the criteria that is lacking or being demonstrated by the landscape that matches their level.
- This student written rubric is then later edited with support from the teacher to strengthen the language. It is then displayed as a reference for both peer discussions as well as self-reflection.
- The intention is that a student generated rubric will give them ownership and will be used as a tool for conversations and feedback. The expectation is the rubric will scaffold students' understanding of the art vocabulary and criteria, raising the level of their artwork.

Peer-Feedback

- Students review the rubric and exchange artwork with their pre-assigned art partner.
- The students can reference a chart that is displayed in the classroom with "Art-Partner Prompts":
    - *Have you considered…*
    - *You can add more _____ by…*
    - *One technique you could try is…*
- Each partner chooses ONE criterion from the rubric they feel will improve their partner's landscape. On a post-it, they write a suggestion for their art partner that is directly related to the chosen criteria.
- After writing a helpful suggestion the art partners return their partners work and discuss their suggestions.
- The students return to their art making with a specific focus for their revision.

Self-Assessment:

- Students review their own artwork using the rubric and choose the criteria they feel is most lacking in their work. An example of this would be if a student reviews their artwork and notices that they only have a foreground and a background, therefore lacking in depth, they can choose depth as the criteria to focus on and add another landform level to create a middle ground and add to the level of depth in their artwork.

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

The student generated rubric is created midway through the unit, after several lessons delving into the specific criteria. The unit begins with a quick written pre-assessment and baseline landscape drawing, which helps to aid instruction. The students learn criteria, practice, then add to their landscape.

Evidence of effectiveness of this assessment strategy:

The evidence that most strongly demonstrates growth within each of the criteria, producing a vast improvement in the students' landscapes, are the before and after pictures comparing the baseline landscape to the published piece.