

Arts Assessment For Learning

VISUAL ARTS: -5TH GRADE

ACTION PLAN: MURAL DRAWING (ANIMALS)

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

5th grade

Inquiry question:

How do group critiques, using a rubric, worksheet and prompts, support and improve students' collaborative mural drawings?

Student learning goals:

- My students become engaged in the art-making processes, but are often dependent on me to assess their work and give feedback. I want to develop artists who work both independently and collaboratively and assess and reflect on their art work.
- Students will create large scale collaborative drawings that demonstrate an understanding of foreground, middleground and background, negative space, composition, color and contrast.
- Students will become more reflective, articulate, and empathetic artists

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

- Students will experiment and deepen understanding of various drawing materials
- Students will use scale, composition, color and contrast
- Students will use imaginative capacities as well as close observation

What formative assessment strategy I will put into practice:

Both peer and self-assessment will be used throughout the process of making large scale collaborative drawings using a co-generated rubric.

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

Clear criteria (in a translated form for ELL students) help students to rely on their own judgments and use the support of peers when in doubt. Additionally, the use of a drawing worksheet for written feedback, and a large group critique using the ladder of feedback for critical thinking supports language development.

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

- Introduce learning objectives (observational drawing, experimentation with drawing materials)
- Introduce and discuss group norms for collaboration (share materials, be a good listener, help others, share the space)
- Create a rubric with class based on their experience of drawing in groups on large paper to create a single composition
- Use rubric to guide reflection and revisions
- Use rubric to create a drawing worksheet for peer feedback
- Use rubric and worksheet to guide group critique, following prompts: "Give a compliment," "Make a suggestion beginning with the phrase: Have you considered.....? or Can you imagine...?"

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

This plan is outlined in a linear format, using rubrics, worksheet and critiques sequentially

Evidence of effectiveness of this assessment strategy:

I will know that my students have or have not met their learning goals when they are able to: Speak about their learning process, give positive suggestions to others using the language of the principles of art, receive suggestions and implement change, work collaboratively, write about their process and learning in their journals.