

Arts Assessment For Learning

VISUAL ARTS — 5TH GRADE

REFLECTION: MURAL DRAWINGS (ANIMALS)

Without judgement, describe what you did. Just the facts:

I followed my Unit on Collaborative Drawing: Small Group Murals – Lessons 1-10 as described in the HOW TO & TIPS section.

What went well?

Wow, what a great experience! Students really learned the benefits of collaboration and prolonged investment in creating an artwork. The experience of working with chalk pastels and craypas over so many work sessions really established deep learning in multi-media work.

What was so-so?

There was nothing mediocre about this approach.

What was the most challenging part of trying this?

I had concerns about devoting full days to reflections. But students shared that they really got a lot out of the process of group critique, note taking, and feedback protocols. Also, with 58% English Language Learners it is a challenge to get every student to speak and share. But they did it!

What was the impact of this strategy on student learning?

There was terrific development of collaborative skills through structured team building using a round robin worksheet and group critiques. They also demonstrated greater independence.

My students reflected:

Ahmed: *We were making sure our animals were big and realistic. During the work we complemented and added improvements to our animals.*

Kevin: *When it was the day for the other groups to look at other peoples' work, they said we should put more detail and background. So we went ahead and put a lot more detail to the animals, adding trees, a huge river, grass, sun as background.*

Chery: *Catherine and I talked about contrasting and blending colors to make her goat look more realistic. We all helped each other out.*

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XueYing: *I gave comments to Anna and she gave comments to me. Now I know that working as a team is better than one.*

Jamie: When I am confused my friend always helps me. We always work like a family or team. We never make fun of other students work. That is just not nice.”

Tony: *Working together was better than I expected. We worked together to improve our picture.*

Alvin: *I helped my friends do their drawings. I helped my friends do their drawings. I helped them pick the right color. Also, I turned the mistakes into art. As we worked on it harder and harder other tables graded our work. Since the other groups criticized our background, we improved it. Our work really improved since we first started drawing.*

What questions were raised for you as you implemented the assessment practice?

I introduced the group critique with the prompts for the first time to try and refocus the work for the students. I wasn't sure how it was going to play out, but the students were thrilled to see the big drawings all hung up with the opportunity to hear other students talk about their work.

What new insights or understandings are forming as a result of this experience? (share with group)

That students really do enjoy working together; that the more feedback that students receive, the more likely they are to persevere in the effort of making art; that students become more skillful in giving feedback, the more they do it. And that I can proceed with group critiques using the ladder of feedback and previously established clear criteria.

How do the results of your action plan inform your inquiry question?

I keep changing the question to fit what I'm discovering about collaborative process.

Documentation to bring (student work, photos, writing, teacher journal, etc):

Journal entries that give evidence of student collaboration

Photos of collaboration process, group critiques and installation with parent celebration.