

Arts Assessment For Learning

VISUAL ARTS — 4TH GRADE

ACTION PLAN: PAINTING: BIRDS

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

4th Grade

Inquiry question:

Do visual rubrics help students improve the quality of visual texture in their bird paintings?

Student learning goals:

Students will be able to paint a picture of a bird demonstrating the use of texture.

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

- Students will create a painting that demonstrates observation of details.
- Students will learn to create and use tints and shades.

What formative assessment strategy I will put into practice:

Student created visual rubrics that identify the qualities of visual textures to paint feathers.

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

Students have difficulty understanding how to create texture in their painting. Visual rubrics help make the technique clear to learners. They will use visual rubrics and peer feedback to assess their work, discuss a plan for revision, and apply the feedback to their revision opportunity.

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

- Students will create visual rubrics based on their own work. They will use this rubric to evaluate and revise their work adding additional textures.

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

- Students paint birds with broad shapes. Then, since students have already learned how to paint textures, they paint some feathers on their work.
- Students categorize their paintings and discuss the qualities of those paintings in terms of creating the illusion of feathers. This gives students the criteria for their visual rubric.
- Students create a visual rubric by determining the criteria for each level by recording, "What makes a level...(1 – 4)?"

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- Students discuss what level their painting is with a partner. The partner writes suggestions on a post-it note based on the rubric. A student can also add other suggestions if necessary.
- Students exchange post-its and continue to work, making revisions during class time.

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: identify the criteria by creating textures that more closely resemble the visual rubric, or they demonstrate an understanding of next steps.