

Arts Assessment For Learning

VISUAL ARTS — 4TH GRADE

HOW TO & TIPS: PAINTING: BIRDS



How to write a Lesson(s) with Formative Assessment in Elementary Visual Arts

Project Design: Include the following

- Identify goals of the overall project i.e. “To create figurative collograph prints that show movement”
- Connect this project to standards; “Printmaking- Create print using a collograph plate” (NYC Visual Arts Blueprint)

Skills

- Ask yourself what skills do I want to teach? Will these skills extend to other projects?
- What difficulties to I, anticipate? For example: Caroline H. “In the past the students had difficulty with proportion, attaching body parts to the right places and showing movement.” *These are good areas for formative assessment.*
- What student behaviors or techniques need to be developed? For example: Creating the illusion of textured feathers in the painting of birds
- How will assessment strengthen the students understanding of the process?
- Students will be able to identify what I really mean and work to achieve those goals

What formative tools will I use?

- Visual Rubric: Created by me and Co- Created by my students
- Peer-to-peer discussions
- Journal writing
- Self- Assessment

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When do I introduce assessment?

- How much of the project do the students need to do before they I can introduce formative assessment?
- At what point would assessment promote revision?
- Do I need to create a rubric or can my students help co-create it?
- Is the assessment simple enough for students to understand? Is the rubric or other forms too detailed or not detailed enough? (example Rubrics)
- How will the students use these tools for assessment to revise their work?
- Will they use these forms of assessment personally (self-assessment) pairs (peer to peer) or in small groups?



Creating Rubrics

- Visual Rubrics give students and opportunity to connect what they are doing to a visual created criteria
- Adding words may clarify subtle differences between levels and define language that can be used in self-assessment or peer- to peer assessment
- **Introducing the Rubric- Setting Goals for Classwork**
- **Review criteria for the project- (Anya Video)**
- **Model Use of Rubric**

- Discuss what student behaviors are expected during assessment work

Using the rubric

Student work- Students discuss criteria and decide on what work they need to Koyan video or Anya's group

Students record what they need to do on post-its or journals (photo of journal and post-its)

Student works on artwork based on new insights

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Sharing Progress

Students share progress at the end of class based on a rubric and criteria

“My work has improved today because...”

“One area I worked on today was this because....”



Ongoing Revision

Students can continue to use rubric informally throughout the rest of the project for self-assessment, peer review or teacher and student discussions.

Students can continue to revise their work based on what they have learned from fellow students based on rubric.

Teachers meet with students to check in and discuss student work and plans.

Revising the rubric

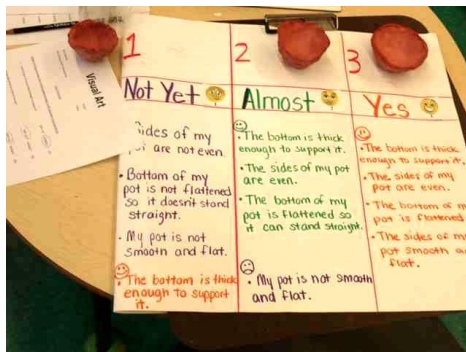
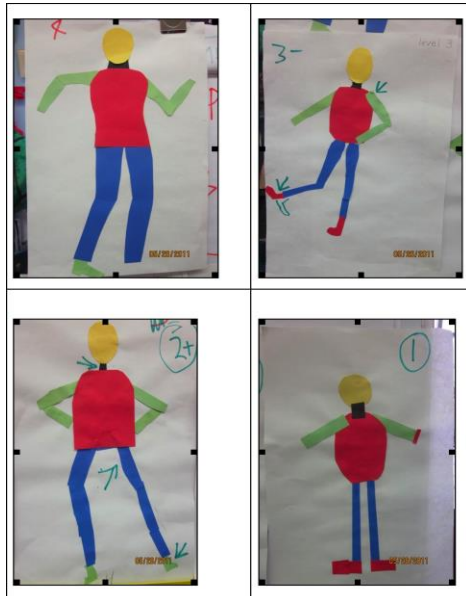
Ask yourself could I have been clearer (language or visuals)?

Were my expectations too high or too low?

Could I continue and add new criteria for ongoing lessons: “I completed the collograph plates, I will add new criteria when we print the collograph plates”

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Examples of Rubrics



How to write a Lesson(s) that uses Formative Assessment in Visual Arts, Elem

WHO: Who is your target group (be specific)

WHY:

- What gap in students' knowledge or skills will you address? What will I teach?
- "In the past the students have had difficulty with proportionality when drawing a self-portrait." This is good area for formative assessment

What student behaviors or techniques need to be developed?

Learning Targets: Include the following

- Identify goals of the overall project i.e. "To create a self-portrait using pencil that show attention to details"

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- Connect this project to standards; “Drawing- Create a drawing that demonstrates proportion” (NYC Visual Arts Blueprint)”

Skills

Ask yourself what skills do I want to teach? Will these skills extend to other projects?

INQUIRY: The question about student learning I will research during this time is:

- Does _____ (Name formative assessment strategy) improve student achievement/learning in _____ (Blueprint-based learning goal) and in supporting students to think and work like artists? How and why? What is the observable evidence?

Does peer assessment improve student achievement in drawing self-portraits and in supporting students to think and work like artists? How and why? What is the observable evidence?

HOW & WHEN?

I plan to implement this assessment strategy by:

- Identifying this assessment with clear criteria
- Giving and receiving feedback (teacher, student peer and self)
- Providing opportunities for revision
- Planning and adjusting my own instruction based on feedback
- This strategy will be embedded in the following scaffolding learning experiences.

What does the rubric and assessment strategies look like?

Does the rubric show 3 or more levels of achievement and identify the 3 criteria for each level? Does the highest level include the criteria expected of students by the end of the project? Do I show one rubric to whole class or do I have, table, peer or individual rubrics?

- How will I introduce the rubric?
- How will I teach students to do peer-to-peer assessment?
- How will the students use these tools for assessment to revise their work?
- Is the assessment simple enough for students to understand? Is the rubric or other forms too detailed or not detailed enough?

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Creating Rubrics

- Visual Rubrics give students and opportunity to connect what they are doing to a visual created criteria
- Adding words may clarify subtle differences between levels and define language that can be used in self-assessment or peer- to peer assessment
- Each level should identify three criteria

EVIDENCE, this is REALLY IMPORTANT.

Video suggestions

- Students discussing criteria and deciding on what work they need to do to revise their work.
- Students working and revising their artwork.
- Students recording what they need to do on post-its or journals (photo of journal and post-its)

Student working on artwork based on new insights

This is where you should document behaviors:

- Students working with rubrics
- Students discussing how they plan to revise their work
- Students erasing, painting over, redrawing, tearing off, repositioning, adding another line, brushstroke, color etc.
- Before and after pictures within videos

Sharing Progress

Students sharing their progress at the end of class based on a rubric and criteria

“My work has improved today because...”

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“One area I worked on today was this because....”

Photographs or scanned pictures

Student writing in journals, on post-its or back of student work

Before and after work after using formative assessment

While they enjoyed working with partners, many students could only point out areas where their partner's work did not meet the criteria and were not specific on ways to revise their work.

Though I thought I paired up the right people, I still had those few students that did not really refer to the rubric and could not really analyze each other's work based on the rubric. I might have to change partners or meet privately with those students.