

# Arts Assessment For Learning

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VISUAL ARTS — 1<sup>ST</sup> GRADE

## ACTION PLAN: PAINTING: TEXTURE

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

1<sup>st</sup> Grade

### Inquiry question:

Does a feedback process for young children help them analyze and revise texture in their painting?

### Student learning goals:

I'm interested in the best way to adapt the feedback process for lower grades, so they can paint texture in a more realistic way.

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

- Students will learn what texture is and how artists create texture using tempera paint.
- Students will learn the difference between implied and actual texture.
- Students will learn how to create brushstrokes, and apply them in the proper direction, in order to create realistic fur on a rabbit.

### What formative assessment strategy I will put into practice:

Peer feedback, using checklists and rubrics will be the assessment strategy. The “Faces of Feedback” (explained below) will be used as a protocol.

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

The work being created by the students is important, but more important, are the revisions that the student makes to his or her work.

The most important part of the feedback session is not only for students to give each other actionable advice to improve their work, but to get first graders comfortable with the feedback process. This will help make formative assessment a natural part of learning, and not something instituted by their teacher. The best way for this to happen is to start young.

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

During each session, students will be paired up to peer assess. They will use a teacher created “faces of feedback” handout at each stage of the unit. The “Faces of Feedback” uses two prompts. They are: 1. *I like the way you...* and 2. *You can improve the brush strokes by changing...* There are also pictures of faces attached to each prompt, created for the younger student. Written and visual criteria, is also on each handout. This will make it easy for students who have trouble expressing themselves, because they can

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simply point. A list of vocabulary words students should use when giving feedback, is also included.

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

See unit and lesson plans in RESOURCES

**Evidence of effectiveness of this assessment strategy:**

The evidence will be in the practice work, more than in the final product. Each student's work will have several brushstroke painting practice sessions. Each session should provide a revision, resulting from a discussion using the "faces of feedback". Hopefully, this process can be transferred to other lessons without instruction. This evidence can be documented by the work being produced. Evidence will be collected by video and student work.