

# Arts Assessment For Learning

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VISUAL ARTS — 4<sup>TH</sup> GRADE

## ACTION PLAN: PRINTMAKING: COLLAGRAPH PRINTS

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

Grade 4

### Inquiry question:

Does a formative assessment process that includes Art Journals help students develop the technical and self-reflective skills to create a quality collagraph print?

### Student learning goals:

I want students to take more ownership over the assessment process. The art journal is an ongoing place where students document their goals, and refers to group generated goals, teacher- made rubrics, sketch ideas, and practice drawing. In addition, I want to observe the timing and the use of various assessments.

- Proportion: Students will be able to use head size as a measuring tool to make a person in proportion
- Shapes: Students will be able to cut unique shapes of body parts as contour lines
- Attachments: Students will be able to glue parts together to make a whole image that shows awareness of the importance layering the oak tag
- Movement: Students will be able to show movement through bending body parts

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

Students will:

- Design and cut shapes for a printing plate
- Draw a body with correct proportion
- Layer and overlap
- Practice observation of details

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

Student Art Journal Process: Goal Setting

- Each week students reflect on their previous artwork and identify an art goal. In this project they decide what goals must be achieved to make their *People in Action* collagraph plate ready to print.

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- The student's decisions will be based on the *People in Action* Rubric provided (see RUBRIC).

Formative Assessment strategies include: a written rubric, a visual rubric, peer feedback, and learning how to identify a strategy that will help them achieve their goal.

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

An Art Journal is an authentic tool that artists use to develop their work. It documents their ideas and makes their progress visible. Using an art journal over a long term project helps students keep their resources, goals, strategies and evidence of learning in one place. The journal helps make students accountable for their partner talk/feedback, provides evidence for their decisions, and can offer an ongoing analysis of what are the next steps needed to move the project along. Most students start with little understanding of how to identify goals and be specific. The art journal documents an ongoing process of modeling that builds their observation skills and their ability to make priorities in their artwork. The rubrics provide descriptive and visible models of what quality looks like and offers a clear process for self and peer assessment to improve the work.

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

Different assessments are included in an outline that progresses along with the student learning in their art journals. [See How-To section]

### **Guidelines for introducing different assessment strategies:**

1. Students make their own Art Journal cover.

**2. Formative assessment:** Students help write the goals in a checklist format. There will be new goals for each lesson. The lessons will be on proportion, shapes, attachments, and movement. There will be one lesson a week. Using the People in Action Rubric, the class will look at sample bodies for each level.

Next, they will discuss the differences between the levels, and how to achieve the best proportion for the body. Teacher can start the discussion with questions. What differences do you see between a level 4 and a level 2? Why does this body look so strange? What part is too big, or small? These can become the goals. (I.e. Students will measure correctly; students will make the body 6 head lengths long, etc.) This process can be done each time a new lesson is introduced.

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3. Each student gets a copy of the *Person is Action* Collagraph Rubric, to put in their Art Journal so they can refer to the proper language for identifying and writing goals.
4. Once there is enough work on the paper, the student may have to adjust their person if it is the wrong size, or add on if they have been successful with the criteria so far. Students should keep track of what they are doing, and write it in their journals. If they are revising they use the word “because” and explain why they need to make a change.
5. Partner talk and self-reflection can be introduced after the students understand goals and how to write them. During partner work, students can look at each other works and the rubric, to see if they have achieved their goals. They can “grade” each other’s work based on the rubric, and give each other clear directions on what needs to be done next. Partner work should be monitored by the teacher to make sure students are on task and give actionable feedback. Feedback should be recorded in their journals.

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

The strategies will be utilized over the course of collagraph unit. Self-reflection will be ongoing.

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

Student Art Journals will document evidence that students can:

- Analyze their artwork and their partner’s artwork using the criteria and art vocabulary provided in the Person in Action Collagraph rubrics
- Revise their work based on peer and self-assessment

Making the collagraph plates will demonstrate students’ abilities to:

- Measure, cut unique shapes, and glue pieces of oak tag to make a whole shape that is a person in action
- Improve their plate based on peer and self-assessment and recognize when it is ready for printing