

# Arts Assessment For Learning

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VISUAL ARTS — KINDERGARTEN

## HOW TO & TIPS: ROBOT STAMPS - COLORING

I used this formative assessment strategy for one of a series of projects about robots.

I showed the students books, video clips, images and artwork about robots. We talked about the differences between living and nonliving things. The students used different shapes in different sizes to create robot drawings.

This project was a stamped and colored artwork. For the first session, the students dipped Duplo Legos and cups in paint to stamp shapes to form robotic imagery.

The second session students used crayons to color in their stamped shapes. I had the students all start with one color- in this case, orange. I did this so I could see their coloring technique before assessment. By analyzing the orange shapes later, I could observe any changes between their coloring before assessment and their coloring after assessment.

After students had colored a few shapes orange, I stopped the students. I directed the students' attention to the coloring guide.

*Look at these three squares. Which one do you think looks best? Which one shows the artist was working carefully? Turn to someone at your table and tell them what you think.*

Students discussed the samples with their partners. After 15 seconds I asked for the students attention.

*What do you think?*

Students unanimously agreed that Square A looked the best and that it showed that the artist was working carefully.

Next we looked at the speed criteria.

*Do you think the artist for Square A was coloring fast like a rabbit or slow like a turtle?*

I demonstrated on a white board what these two speeds look like, by coloring a square fast and coloring a square slowly. Students observed that coloring slowly looked more like Square A.

Lastly we looked at the body part criteria.

# Arts Assessment For Learning

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*Do you think the artist for Square A was coloring with her fingers or her arm?*

I demonstrated on a white board how finger-coloring and arm-coloring differ by coloring a square by moving only my wrist and fingers and coloring a square by moving my whole arm. Students observed that coloring with fingers produced results that looked more like Square A.

I demonstrated coloring some shapes for the students on the board and asked them to rate my performance. I used this demonstration to really exaggerate the differences in the criteria and make it explicitly clear what they meant in a fun, game-like manner.

After it was apparent that the students understood the criteria, I passed out smaller versions of the coloring guide.

*Look at your orange shapes. Think about how you colored them. Tell someone on your table how you did.*

Students matched their work to the 3 square samples. They talked about the speed and the body part they used when they did their coloring.

At this point the students were really anxious to start working again with their new knowledge. I distributed all the crayon colors and said:

*Now we know how to color carefully. You can finish your robots with any colors you want and think about how to use careful coloring to finish your artwork.*

The students completed their work by coloring the remaining shapes with the colors of their choice.

## **SOME TIPS**

### Solutions

I found that most students could see the gaps in their work. However, sometimes students don't have the experience to know how to fix their work. For example: A student could recognize that their work is unclear, but they might not know how to clarify their work. This is where my experience as an artist and educator can be helpful. I might suggest outlining the drawing with a black marker. Or erasing or painting over parts that are not essential to the overall work. Students with limited art-making experience might get frustrated without some possible solutions.

### Tool Design

Mixed responses: I found that creating tools that allow for varied responses work well. For example include visual response, multiple choice and short response. Remember that

# Arts Assessment For Learning

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writing takes a long time. A complex written response can easily take an entire class period. I chose to keep the written responses short and essential to give more time for art making.

**Familiarity:** Assessments tools that resemble formats that the students already know save time because you don't have to invest time in teaching how to use the tools. Being aware of the format of assessments in other parts of your school can be helpful. For example: If your school uses a lot of short written responses, mirroring that in your own assessment would save time.

## Materials

Visual art is a great discipline because there are so many materials available to use. However, some materials are more flexible for revision. It is easier to erase and revise a pencil drawing than a scratchboard drawing. Sometimes mixing media can create revision opportunities. For example a mistake in an oil pastel drawing could be remedied by collaging a piece of paper over it. Working with media that are easy to revise makes life easier!