

# Arts Assessment For Learning

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VISUAL ARTS — 4<sup>TH</sup> GRADE

## **ACTION PLAN: SCULPTURE: PAPIER MACHE BIRDS**

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

4<sup>th</sup> grade

**Inquiry question:**

Does a sculpture rubric with clear criteria improve the quality of student reflection?

**Student learning goals:**

- My students become engaged in the art-making processes but are often dependent of me to assess their work and give feedback. I want to develop artists who work independently and assess and reflect on their art work.
- Students will create papier-mâché sculptures that demonstrate: gesture, movement, expression, 3-dimensionality, and personality
- Students will become more reflective artists

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

- Extend knowledge of art media
- Choose new ways of using familiar tools and materials
- Deepen imaginative capacities, observational and expressive skills

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

Both peer and self-assessment will be used throughout the process of making papier-mâché sculptures.

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

Click here and type response.

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

The Bird Sculpture Project is approximately 10 sessions - including initial research study of bird.

1. Observe images of birds [googled] and pass around bird sculptures - collected from previous years as models for what students will construct.

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Students and teacher co-create a list charted on the Smartboard or chart paper, representing various levels of quality of a three-dimensional sculpture and potential “problems we might have.” This list will become the rubric establishing criteria for success. e.g., sculpture does not balance, attachments are loose, etc.

2. After a demonstration, students begin constructing the paper and tape armature that will support the papier mache. Emphasis is put on the criteria outlined in the rubric. Students help each other. At the conclusion of the work period, teacher prompts students to reflect in their journal by asking: *What did you learn today? What do you need to do next week?*

3. Collect criteria and create descriptive levels 4-1 for each criteria you select. Type and copy for students.

4. Next work session, the Building the Sculpture Rubric is distributed and glued into each student’s learning journal. Focus is on one or two criteria at a time, e.g., balanced, or are legs securely attached? Teacher demonstrates and guides the wrapping of the paper body, attachment of head, wings, tail, and finally aluminum wire legs. At each point students support and help each other in partnerships.

5-8. Attaching papier-mâché. Students help each other in this process as some are much better and more comfortable with the medium than others. The rubric is posted on the smart board and reviewed. Teacher demonstrates the use of papier mache attachment to the armature. Questions arise about the gooey substance (we use methyl cellulose, a plant based powder which dissolves in water) and texture (it is an ingredient in shampoo and looks and feels like it). Does it wash out? (Yes)

9-12. Painting. Groups are created around birds of similar colors (i.e. blue jays and bluebirds, cardinals and tanagers, sparrows and chickadees) to facilitate sharing of painting materials, and rubric defines how to paint a sculpture. Teacher and students study an image of a painted bird sculpture. How did the artist do it? The process is deconstructed by the students and teacher charts their responses (i.e., a solid color is painted underneath, patterns overlap,). Students share ideas within their groups about how to achieve particular pattern markings and colors.

13. Reflection at end about the sculpture, which poses the question: *What could you change or improve in your painting?* (See video: Benny’s chickadee.) As students feel their bird sculptures nearing completion, they ask each other, what else needs to happen? This question is part of the daily closure on the sculpture project. Student revisions

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continue throughout the painting process until the final flourish of white highlights in the eyes and yellow toenails on their claws.

RESOURCES: <http://gaatha.com/papier-mache-bird-ujjain/>  
<http://www.livestream.com/cornellherons>  
[google papier-mâché birds](#)

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

I will use these strategies during the building and papier mache activity and painting of the sculptures. The rubrics, glued into their learning journals are open, but a review of the particular stage and the criteria associated with that stage is reviewed in a group in front of the Smartboard before the beginning of the work period.

Students typically help and support each other in the building and papier mache activity where peer feedback is most common. Self-assessment occurs mostly during the painting of the sculpture, while students are focused on achieving a realistic interpretation of the drawing and photograph of their bird.

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

- Text and image rich learning journals
- Photo documentation of work in progress and completed pieces
- Video of student reflection