

# Arts Assessment For Learning

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VISUAL ARTS — 4<sup>TH</sup> GRADE

## REFLECTION: SCULPTURE: PAPIER MACHE BIRDS

### **Without judgment, describe what you did. Just the facts:**

Students created their own rubric by coming up with a list of aspects that represent good papier-mâché models and the problems they might encounter during the building, papier-mâché and painting of a 3-d bird. The rubric was typed and translated into Chinese and distributed at the next class. Rubrics were glued into learning journals.

Students used a learning journal as part of the daily routine entering and exiting the studio. They also consulted the rubric at the beginning of each class in order to focus attention.

### **What went well?**

Co-creating the rubric by identifying what they will need in order to create a papier-mâché sculpture.

A collaborative and supportive environment for students to help each other was established.

Students learn that all artists do research. As ELL's they use the resources of the library and internet to learn about the bird they are making. As artists, they observe the Google images that are shared during demonstrations and recognize that many adult artists are interested in the natural world. They also see the natural world has a powerful connection to art and provides a source of inspiration.

Perseverance grew as they realized the results of revision on their painted surface.

### **What was so-so?**

It was hard for me to document during work time. Students are challenged by working 3-dimensionally and need support. Folding and taping needs the hands of two artists, so they learn to work collaboratively. Sharing the methyl cellulose and tearing paper is a group effort. Sharing the paint, distributing the materials, and the very important process of cleanup is group work.

### **What was the most challenging part of trying this?**

What to do with students that continually show up without their learning journals?

Documentation with papier-mâché goop on my hands!

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## **What was the impact of this strategy on student learning? (specific examples)**

Students demonstrated through their sculpture-making process they had achieved the Blueprint standards:

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

Their written reflections and feedback using the rubric also attest to their achievement.

## **What questions were raised for you as you implemented the assessment practice?**

### **What new insights or understandings are forming as a result of this experience? (share with group)**

The use of learning journals and a co-created rubric as a learning tool gives the students more investment in their learning process, a deeper experience, and a sense of accomplishment on various levels. Students are also more capable of writing about their work since the vocabulary is available in a rubric consulted each session.

I've learned to appreciate the power of student peer and self-assessment to improve the actual outcome of their work.

## **How do the results of your action plan inform your inquiry question?**

When I think about my initial inquiry question: How do using clear criteria improve a classroom culture of progressive formative assessment? I realize now that it was too broad and not specific enough. It does not help explain what I was really looking for, which was that a student is able to think more deeply and critically about the progress of his sculpture, making improvements and changes as he goes along. That using a rubric with clear criteria for building, papier-mâché, and painting helps the artist to move through the steps working towards self-directed goals.

## **Documentation to bring (student work, photos, writing, teacher journal, etc.):**

See Student Work: Video

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