

Arts Assessment For Learning

VISUAL ARTS — 5TH GRADE

ACTION PLAN: SCULPTURE - DIFFERENTIATION

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

5th Grade

Inquiry question:

Does including a differentiated approach to the timing of peer assessment in the unit improve students' revision in their papier mâché sculptures?

Student learning goals:

Students will create a papier mâché sculpture that is three dimensional and has a painted surface that contains texture where applicable.

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

- Create sculpture constructed from material such as boxes and tubes, cardboard, papier mâché, and paint that demonstrates attention to three-dimensionality.
- Using the techniques of accountable talk, build on the observations of others.
- Make inferences based on visual evidence.

What formative assessment strategy I will put into practice:

Peer assessment using visual/text rubrics and feedback forms. Also creating rubrics to help students with their artistic blocks.

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

My students are sculpting with papier mâché landforms. My students will co-create a visual rubric and give peer feedback. This is not new to them. What is new, is that I'm shifting the timing of peer feedback to address a problem I've been seeing. The problem is, my slower builders aren't ready to get feedback when the majority of the class is. If their work is so incomplete, their peers will overwhelm them with what's missing.

I want to create an opportunity for students to initiate peer feedback sometime during the period of revision that follows our whole group peer feedback lesson. In a case like this we may have multiple days of revision following peer feedback. If I open up this time for students to check in with one another, I may solve the problem.

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I plan to have a station with feedback ladders (the visual tool that looks like a ladder and organizes comments from clarification, support, concerns and suggestions) and rubrics that students have access to.

The inquiry in particular aims to have students gain an independent sense for how peer feedback aides revision, how the rubric enhances this and when to initiate these feedback sessions to problem solve or check for success.

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

Maintaining our practice of mid-project teacher initiated peer feedback via visual rubrics and feedback notes, I plan to make the rubric accessible to students at any time, to check their own work, or partner up and give feedback.

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

This strategy will be embedded in the following scaffolded learning experiences:

What is the task? Call upon prior knowledge of landforms, further explore landforms make 2D sketches to hash out levels of meaning and intended outcomes

Explore: What is papier mâché / molds & armatures.

Make a quick sculpture to ease inquiry and give students experience that will assist in their construction. What attention to detail can we give the surface? (Faux finishes/textures of earth surfaces) Practice layering paint to mimic earth surfaces (sponging, dry brushings, stamping, carving into paint)

Design it: Add layers of armature and mold needs as well as surface plans to sketch. Look at example of images, and co-create a rubric based on criteria of three dimensionality / readability / form, surface treatment / texture, and layers of meaning. Once rubric is made it will be easily accessed by students.

Create: Take knowledge and build armature and structure, layer on papier mâché, paint surface, add details, such as people, vehicles, and other objects

Try it out: Before deeming sculptures finished, approximately mid project, peer assess using co-created rubric with peer/self-selected next steps.

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Make it better: Go back and revise the work. During this period of revision, students will be encouraged to access the rubric, and a partner to problem solve, figure out how to move forward, or check for success in their sculptures.

Reflect: Write a self-assessment reflection that includes: where on the rubric finished work falls, and thoughts about the process.

Critique: Whole class discussion or gallery walk, where students present their work, and point to evidence of the unit goals, based on the criteria of the rubric.

Evidence of effectiveness of this assessment strategy:

My evidence will be feedback forms between students, the co-constructed rubric, photos of the discussion between students using the rubric, video clips/photos of students editing via the feedback and explaining their changes. Video clips/written reflections of students who opt into additional work with the rubric to formatively assess, as to what made them go to the rubric, did it help, etc.