

# Arts Assessment For Learning

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VISUAL ARTS — 4<sup>TH</sup> GRADE

## **ACTION PLAN: SELF-PORTRAITS**

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

4<sup>th</sup> grade

**Inquiry question:**

Does a process of individual goal setting deepen students' observations and drawing studies of a master's techniques and help them apply these techniques in their own self-portraits?

**Student learning goals:**

Students seem to be able to identify techniques artists use while creating a portrait, but do not transfer or apply these skills while creating their own self-portrait.

Students will hone observational skills; develop visual arts vocabulary to describe art making, and reflect on the process of making art. They will apply their knowledge of masterworks and technique in their paintings.

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

Students begin sequential unit projects, extend knowledge of art media and composition, and deepen observational and expressive skills.

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

- Peer feedback and self-assessment using criteria tools and visual rubric
- Artist sketchbooks document student progress throughout the year

They will accomplish this through exit slips, worksheet questions, self-portrait and on demand drawings at the end of each unit. Each unit will support the student looking at viewpoint and expression to create compelling portraits.

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

Creating the baseline drawing:

Each student creates self-portrait drawing in pencil that will serve as a baseline in the self-portrait unit. This will help me identify their prior knowledge and next steps.

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## Identifying a personal goal:

Each student looks closely at the baseline self-portrait and identifies which facial feature they want to target for improvement – What do I want to improve? What is my personal learning target? This is written in their Artist Sketchbook and dated.

## Anatomy studies and practice drawings:

A series of anatomy studies (see Resources) are placed on the art tables. Students select the anatomy drawing corresponding to the facial feature they have targeted for improvement. They practice sketching (2-3) that feature based on close observation of the studies provided. Teacher guides looking: Notice the shapes – the lines – how they work together, etc.

## Peer feedback conversations (paired):

Students look at a partner's anatomy study and give a compliment. I like how you... and ask each other: What will you do in your next sketch?

## India Ink Studies:

- Students are introduced to the medium of India ink. They start by rendering their anatomy drawings in India ink.
- Teacher models techniques, tools, and strategies artists use working with India ink. Students create a series of 2-3 India ink portraits.
- Teacher introduces 4 India Ink Criteria (see chart) uncovering one criterion at a time: Composing the whole page, Use of dry brush, Use of washes, Attention to detail
- Peer Feedback (pairs): during the first India ink portrait, students give compliments- what they think is strong in the portrait referring to the India ink criteria list. Students identify next steps recorded with peer writing in Artist Sketchbook and put Post-Its on drawings to identify next steps. They apply this to their next study.

## Master Portraits:

A printed series of master portraits representing varied styles are selected by the teacher and placed on each art table. Students select 1 portrait to make a study of in India ink. Teacher again models various techniques and introduces Portrait Criteria Chart (see Resources).

Peer Feedback: After the first study, students use the Portrait Criteria to provide feedback that will inform their second study.

## Artist Sketchbook Entries:

What is important to include in a portrait?

What are you finding difficult about using the India ink?

What strategies have you tried?

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What do you still need to do to achieve your (first) goal?

Visual Rubric is introduced and discussed:

- 4 ink drawings (Current or past exemplars) I made them of one master reproduction in 4 levels addressing the criteria and usual pitfalls students encounter.
- They uncover what's important through the discussion. They don't all agree on the levelling, but they have to give reasons. (Video)

Self-portraits:

- Students start drawing with chalk and colored pencil
- Teacher models use of chalk and colored pencil media.
- Students complete 2 to 3 self-portraits using the master reproductions for reference
- Peer Feedback (pairs): during the portrait drawing process, students give compliments- what they think is strong in the portrait referring to the Portrait criteria list. They also make a suggestion for making the work even stronger.
- Students identify next steps recorded with peer writing in Artist Sketchbook. They apply this to their next study.
- After students have completed 2-3 portraits using the master reproductions for reference, they choose the work from their portfolio that they would like to "edit" with paint.
- Students look at master portraits and develop the criteria.
- They draw a self-portrait...their face in the body/setting of one of the master reproductions they have become familiar with throughout the year. They use this drawing for reference while beginning their painting instead of looking at the master reproduction (They have become masters!)
- Self-portrait drawings will be used the same way the master reproductions were used: Reference it while painting/composing with tempera. These portraits will also pay homage to art history and artistic style, in a sense "photo shopping" their self- portrait into the body and environment of a "master" portrait of their choosing
- Peer, self, and teacher feedback is ongoing throughout the project.

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

- Venn diagrams comparing a master drawing from their portfolio with a self-portrait after criteria is discussed
- Before and after shots with peer assessment shows they understood the criteria in giving next steps and compliments, and understood the concept and medium
- Video suggests they see the improvement in their own work