

# Arts Assessment For Learning

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VISUAL ARTS — 4<sup>TH</sup> GRADE

## HOW TO & TIPS: PRINTMAKING: LANDMARKS

*Also see – RESOURCES for Lesson Plans*

### Day 1 –

- Introduced concepts of a landmark and as a class we created a list of NYC landmarks.
- Students assess the list with a partner as some students included landmarks outside of NYC and places that were not any type of landmark (McDonalds).
- We revised the list. I demonstrated sketching a landmark using self-talk throughout the process. Students were aware I was considering the main shape, shapes, size, lines and parts of the landmark.
- Students sketched one or two landmarks.
- End of class reflection/peer assessment looking at their sketches.

### Day 2 –

- Students select their own NYC landmark from classroom resources (images/books).
- Class discussion and demonstration: we decide on the large main shape for a NYC landmark and discuss features unique to this landmark.
- Demo with self-talk and input from class to develop the main shape and unique features of my selected landmark. I make a note of the main shape and two unique features.
- Students begin sketching their selected landmark after writing about the main shape and at least two unique features in their sketchbook.
- In the middle of their work students stopped and reflected with a partner.

### Day 3 –

- We compare two different collagraphs (one rectangular piece of cardstock and rectangular piece of cardstock with layers of details to represent a generic building).
- I demonstrate making a rubbing of each collagraph. The class examined both rubbings and discussed what they noticed including the differences. The class then determined the criteria for an effective collagraph (unique/special details representing their selected landmark using shapes, lines, textures, and layered pieces).

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- I demo creating a collagraph plate by referring to my notes regarding the unique features and main shape. I cut the main shape to reflect my selected landmark. Throughout I ask class for suggestions. I then cut shapes and lines to reflect details from the landmark and securely glued them to the main shape, starting with the larger shapes. I write my name on the back of the plate.
- Students begin building their collagraph and at the end of class completed a written assessment.

## Day 4 –

- Most students have started working on their collagraph in the last class.
- I demo how to complete the written peer assessment form with a student partner. I have a collagraph and written peer assessment form and so does my student partner.

1 - We write our names on the form and self-assess our collagraph and complete the prompts.

2- We pass the form and collagraph to our partner.

3 – Our partner reflects and peer assesses our collagraph and completes the prompts.

4 – We return the form and collagraph to our partner.

5 – We read our partners comments, reflect and decide how to revise and complete our collagraph.

Students begin completing the written peer assessment form with a partner.

Students work on their collagraph when they have completed the form.