

Arts Assessment For Learning

VISUAL ARTS — 4TH GRADE

ACTION PLAN: PRINTMAKING - LANDMARKS

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

Bronx Little School, Grade 4, General Ed class + half of a self-contained special ed. class

Inquiry question:

Does peer assessment help students apply a variety of textures, shapes and lines in creating a collagraph plate?

Student learning goals:

Application of a variety of textures and lines in their collagraph plate to depict unique features of their selected landmark.

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

Create a print that demonstrates the application of a variety of textures and lines and the expression of emotion.

What formative assessment strategy I will put into practice:

Peer assessment using written prompts.

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

I will address students' difficulty in applying knowledge from unit to artwork, how students' follow through from concept to final artwork and using criteria to inform their revisions.

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

I plan to implement this assessment strategy by identifying clear learning targets. Students will identify unique features of their landmark and note in their sketchbook. In lesson two students will discuss and chart what makes an effective collagraph plate to create clear criteria. In addition self, peer and teacher feedback will be given. Throughout the unit the students will turn and talk, stop and reflect (self-assessment) and jot in sketchbook or on post-it. Teacher will give feedback throughout work time each class and during reflections.

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

Peer assessment form will be used during lesson number four and one or two lessons after. There will be opportunities for revision after each assessment.

Evidence of effectiveness of this assessment strategy:

- chart of criteria developed by students
- final artwork
- Written peer assessment forms
- Final written student reflection: Students will review the peer assessment form, the unique features they identified in lesson #2, which are written in their sketchbook and their final artwork and write a reflection on the choices they made, why, and an assessment of the completed work based on the criteria.