

ART and Assessment!

Empowering All Students for Success

Welcome! I am excited to be your facilitator today as we discuss the power of the visual arts and consider why the visual arts are the perfect assessment tool!

We all know that the arts are essential to the development of the whole child, but have we considered WHY they are the perfect means to assessing authentic learning?

Today we will dive into several lessons that are adaptable to all grade levels. We will create art, discuss art and design lessons that will not only have your students creating fun, beautiful and educational artwork, they will have your administration looking at the creative ways you are proving that your kiddos are learning, and more importantly, retaining what they learn!

I have always said that the art room is the most important room in the building and today, we will prove it! As we work through these lesson ideas, please consider how this experience is meant to resuscitate your love for teaching and learning. Consider this presentation as a part of your CPR!

Because you're here, you have proven that you are a Committed educator.
Because you're here, you have proven that you are a Passionate educator...and now I ask that you Reflect on all that we discuss today.

Committed, Passionate, Reflective educators are what this country desperately needs right now so let's get started on our art journey today!

If you have any questions or creative comments, please don't hesitate to reach out:

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NOTES:

Lesson 1:

“Elements of Art” Ice Cream Cones

Objective: To teach students a simple way to retain the art elements, which are essentially the alphabet of art. Line, Shape, Value, Color, Texture, Space, and Form are how artworks are created and this lesson will help your students better understand and remember these words and their meanings. LSVCTSF!

Materials: copy paper - 2 pieces per person

Construction paper

Scissors

Glue Sticks

Mixed Media: drawing pens, pencils, erasers, crayons, colored pencils, oil pastel, texture materials (optional - watercolors, brushes, water cups)

Procedure: see hand-out

Thumbnail Ideas:

Shape -

Chocolate -

Space -

Line -

Vanilla-

Texture -

Form -

Elements of Art ice cream cones

(for all art students k-12)

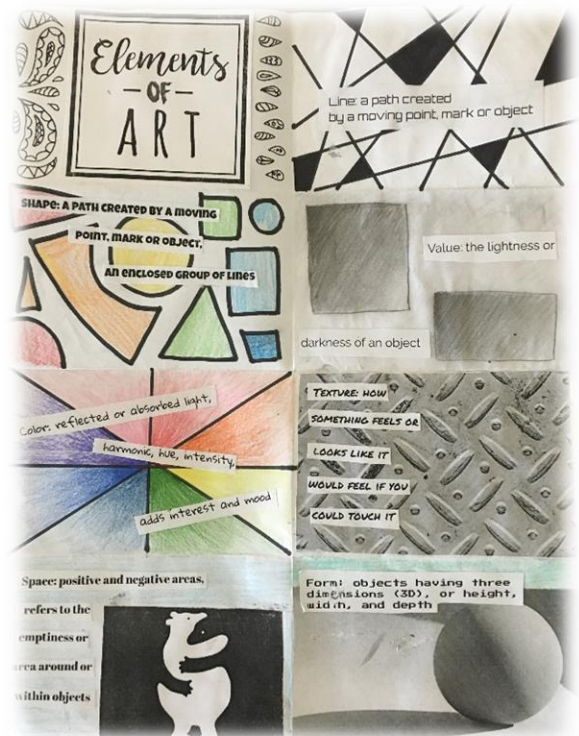
- L – LINE (large)
- S – SHAPE (scoops)
- V – VALUE (vanilla)
- C – COLOR (chocolate)
- T – TEXTURE (tastes)
- S – SPACE (so)
- F – FORM (fine)



The PERFECTLY DELICIOUS and SUCCESSFUL STUDY GUIDE for all VISUAL ART STUDENTS!

The How-To's:

- Use a sheet of Copy Paper
- Fold 3 times
- Element and Definition
- Illustrate the Element
- Glue the Study Guide into the Ice Cream
- Ice Cream can be made with Construction Paper
- Hang up to share with the school!
- Students won't forget the Elements!
- Add a cherry on top for a job well done!



Lesson 2:

Kandinsky Inspired Math Fun

Objective: To teach students about the abstract art of Wassily Kandinsky. To assess student's math knowledge in a drawing game using shapes and simple geometric knowledge. To teach students about line quality and variety. To teach students about color theory.

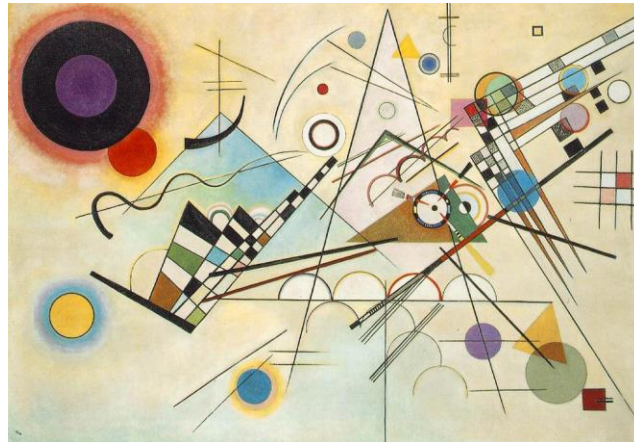
Materials: 9" x 12" watercolor paper
Sharpies
Graphite
Crayons and oil pastels
Watercolors (brushes and water cups)

Procedure: See hand-out

Thumbnail Ideas:

Draw Geometric and Organic Shapes

Kandinsky + math = creative assessment!



Kandinsky Inspired Math Fun!

ART LESSON: Kandinsky Abstracts

Objective: Students will understand and apply geometric symbols to an art work, inspired by the art of Wassily Kandinsky. Students will use art media creatively to assess their geometric vocabulary. Students will create beautiful art works using mixed media that will reiterate hands-on learning and authentic retention.

Materials: 9" x 12" white drawing paper; pencils; protractors; compasses; sharpies; oil pastels or crayons or colored pencils or markers. For extension, watercolor palettes, water cups, paint brushes.

Procedures:

1. Students will be introduced to the art of Wassily Kandinsky.
2. Students will make the connections between his works and their math skills.
3. Students will draw geometric terms and apply geometric shapes to their white drawing paper.
4. Students will trace these lines, angles, circles, intersections, number lines, etc.. using sharpie.
5. Students will add color using markers.
6. Students will decorate using blending and value techniques with oil pastel.
7. Students will write about their geometric vocabulary to explain their art and exhibit these in the hallway.

Extensions:

1. Students will watercolor wash over the art to create a more authentic inspirational piece of Kandinsky art.
2. Students will see how colors layer together when paints are diluted with water
3. Students will see how the oil pastel will resist the watercolor, creating a glow that will engage and excite students.
4. Students will mat their art onto 12" x 18" black construction paper, and gluing down their written explanation about what they learned, aka, artist statement.

Lesson 3:

Visualizing Vocabulary

Objective: Students will learn basic art vocabulary words and incorporate one word (usually assigned) into the actual meaning and definition of the word, visually. This word becomes a visual learning tool for all to utilize.

Materials: 12" x 18" drawing paper

Sharpies

Graphite

Mixed Media – this is a choice-based lesson in that students can select their own media to use

Procedure: See hand-out

Thumbnail Ideas:



VISUALIZING VOCABULARY – WORD WALL

Objective:

Students will learn basic vocabulary words and incorporate one word (usually assigned) into the actual meaning and definition of the word, visually. This word becomes a visual learning tool for all to utilize. This is a great extension that merges art and literacy.

Materials:

12" x 18" white drawing paper, graphite, sharpies, markers, crayons, colored pencils, collage materials, mixed media and reference materials.

Procedures:

1. Introduce the lesson by discussing vocabulary words found in the student's novels that they are interested in.
2. Have students research the definition and meaning of their word.
3. Students will brainstorm creative ways to visually show what their word is (the meaning) and they must incorporate the actual definition into their final piece.
4. Students will draw their vocabulary word with graphite and then outline where it's appropriate, with their sharpie pens.
5. Students will then add their media of choice, filling in with color, collage, paint, etc...
6. Final art works will be hung in a class display to be used as a learning wall for the school to utilize.

Assessment:

I use a project evaluation form for each lesson I teach. This allows my students to appropriately reflect on the learning at hand and leaves room for them to comment on the process and how they feel the final piece turned out. It also allows me to comment and give them a grade based on their learning AND their final work. We also do in process critiques using my "2 Glows and a Grow" model.

Word Wall Student Examples (for Visual Art):



Lesson 4:

Summative Assessment Books

Objective: This assignment acts as the final lesson for the semester. Students will make an 8-page summative assessment accordion style book that makes a personal statement about a specific theme, utilizing the lessons they learned throughout the semester.

Materials: 24" x 6" white paper

(This is the inside of the book that will be folded into an accordion 4" down to create 6 rectangles where the inserts will be adhered!)

5" x 7" mat board or poster board (2 pieces for front and back of book)

10 4" x 6" pieces of white drawing paper (these are where the art will be created)

Glue sticks

Graphite / erasers

Markers

Crayons

Construction paper

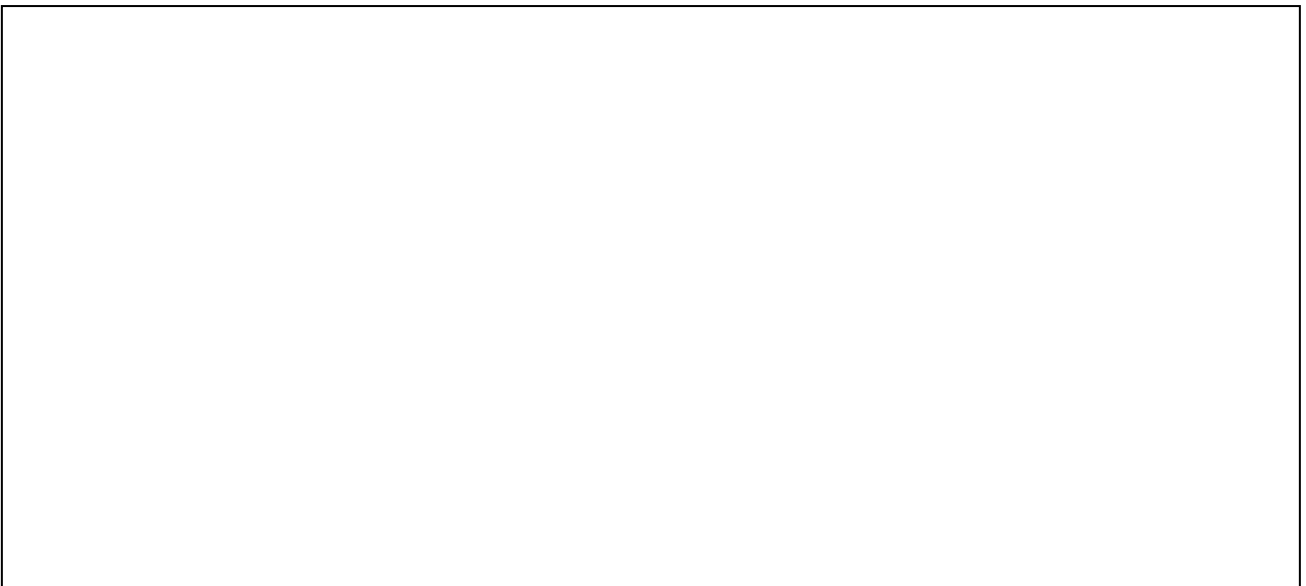
Oil pastels

Sharpies

Colored pencils (really any media they used throughout the semester)

Procedure: See Hand-out

Thumbnail Ideas:

A large, empty rectangular box with a thin black border, intended for students to draw their thumbnail ideas for the summative assessment books.

Summative Assessment Book Making Final Project

Objective:

This assignment acts as the final lesson for the semester so students will have 3 weeks to work on these. Students will make an 8-page summative assessment accordion style book that makes a personal statement about a specific theme, utilizing the lessons they learned throughout the semester.

Materials:

8 pieces of 4" x 6" paper (colors are individually selected), mixed media based on the lessons they select to use, 24" x 6" drawing paper, folded into 4" back and forth to create the skeleton of the book, 2 - 5" x 7" mat boards, to act as the front and back cover of the books.

Procedures:

Students will create an 8-page (4 pages, front and back) accordion style book making a personal statement in collage/draw/paint/mixed media about who they are OR a theme-based book. The title, table of contents and back of the book will be artistically rendered as well, as part of the objectives.

Students will have several weeks to work on the insert pages of their books, looking at the 13-15 lessons they have completed over the semester, and selecting 8 of them to include in their books:

LESSONS: Name Design; Word Wall – Visualizing Vocabulary; Contour Line Studies (2 lessons); Value Scales; Grid Art; Color Study – Creative Color Wheels; Art History Learning Stools; Midterm Triptych; Pattern Designs; Painting Practice – Fruit Studies; Watercolor Still Life Work; and don't forget to utilize the 16 sketchbook assignments, you may use 2 of these, perspective work and one other.

Students will select an overarching THEME for their book, which can be a "who am I" theme! This is important as it will either make or break the inspiration to keep moving. Students will then work on each of the 8 assignments (that will go with the theme) over the next few weeks on separate pieces of paper, and as they complete them, they will then adhere them to the book skeleton insert.

The inside of the cover will be reserved for the Title Page and/or Table of Contents, which will include the titles of the 8 pieces, along with a description of each lesson. Remind students to Be Creative with this! This will act as a sort of check list for them. The inside cover of their back page will be their written performance final based on Feldman's Art Critique – describe, analyze, interpret and judge their favorite piece in the book and creativity adhere it to the book– 4 paragraphs!

These books will be presented to the class during performance finals. Students will reflect on these assignments, asking themselves, “what did I learn, what did I enjoy, what could I work on harder”, etc... Again, this book is part of their FINAL exam grade so remind them to NOT sit around and waste their time, work hard and work smart on this and I guarantee they will be excited with the final result!

Assessment:

I use a separate project evaluation form for this lesson. This allows my students to appropriately reflect on the learning at hand and leaves room for them to comment on the process and how they feel the final piece turned out. It also allows me to comment and give them a grade based on their learning AND their final work. This project will be graded on their presentations as well.

Student Samples:



Final Project Evaluation - "Bookmaking Assignment"

Name: _____

Period: _____

Cover: 10 points _____

Table of Contents Page: 5 points _____

8 Projects: 5 points each (40) _____

Back Cover: 5 points _____

Overall Creativity: 10 points _____

Overall Craftsmanship: 10 points _____

Essay Critique: 20 points _____

Total Grade: 100 _____

Student Comments:

Teacher Comments:

Presentation Grade: _____

Final Grade: _____

Let's discuss the power of the Visual Journal!

And we can follow up with ART with PURPOSE! Because that's why we do what we do!

For more information about the lessons we discussed today, please check out these articles found on the Art of Education University website:

<https://theartofeducation.edu/2018/08/22/10-reasons-the-art-room-is-the-most-important-in-the-school/>

<https://theartofeducation.edu/2018/01/18/resuscitate-love-teaching-using-cpr/>

<https://theartofeducation.edu/2018/05/23/10-concepts-every-intro-to-art-course-should-cover/>

<https://theartofeducation.edu/2018/03/22/the-most-creative-way-to-teach-your-students-art-vocabulary/>

<https://theartofeducation.edu/2017/06/16/bookmaking-magic-summative-assessment-tool/>

<https://theartofeducation.edu/2018/04/27/50-visual-journal-prompts-to-promote-drawing-and-creative-thinking-skills/>

<https://theartofeducation.edu/2017/10/24/october-art-purpose-service-learning-ideas-teach-kids-real-world-learning/>

...and to see all 75 articles, <https://theartofeducation.edu/author/debiwesttheartofed-com/>



Thank You!

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