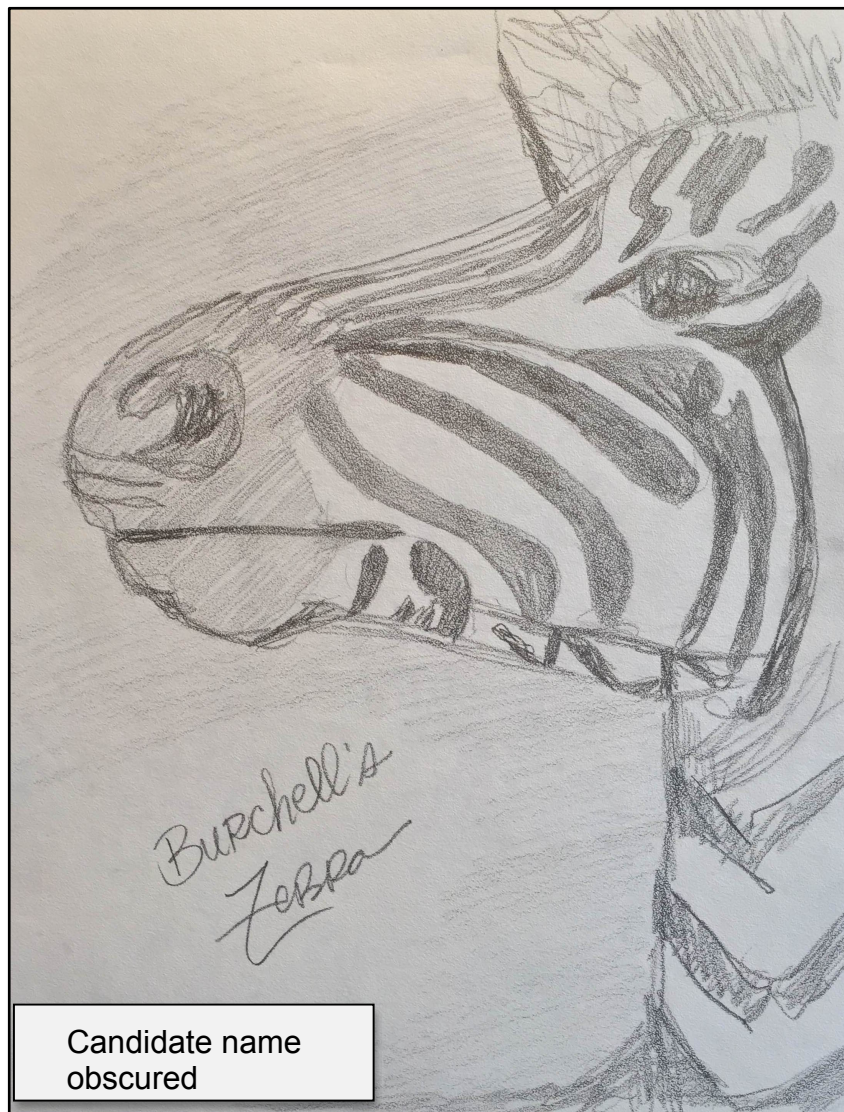


Task 1 – Part D: Assessments

Lesson 1 Assessments

The images below are teacher examples of observational drawings completed inside the wildlife exhibits at the museum. Students will be shown these images immediately prior to leaving on the field trip to ensure their understanding of the performance task for the field trip, which is to complete a minimum of two drawings from observation while exploring the various wildlife exhibits. Students may choose which animals to draw.

After the field trip, students will submit two (or more) completed drawings from the museum to the teacher. The teacher will review these sketches to confirm that all students made good use of time and took advantage of the opportunity to draw from observation inside the wildlife exhibits. This will serve as a formative assessment; students will receive a simple participation grade reflecting whether or not they completed the assignment, and it will help to inform the teacher as to what students are able to do.





Giant
Panda



Resplendant
Quetzal



Roosevelt
Elk

Lesson 2 Assessments

Students will each complete a watercolor painting activity where they experiment with the media in eight different ways. The following image is the teacher example of the watercolor painting activity that students will complete during Lesson 2. As the teacher demonstrates how to use each painting technique, it will be projected live onto the television for the entire class to see and follow along. The last two squares (labeled “my choice”) will intentionally be left blank so as not to influence students’ decisions to experiment with the media in their own unique ways.



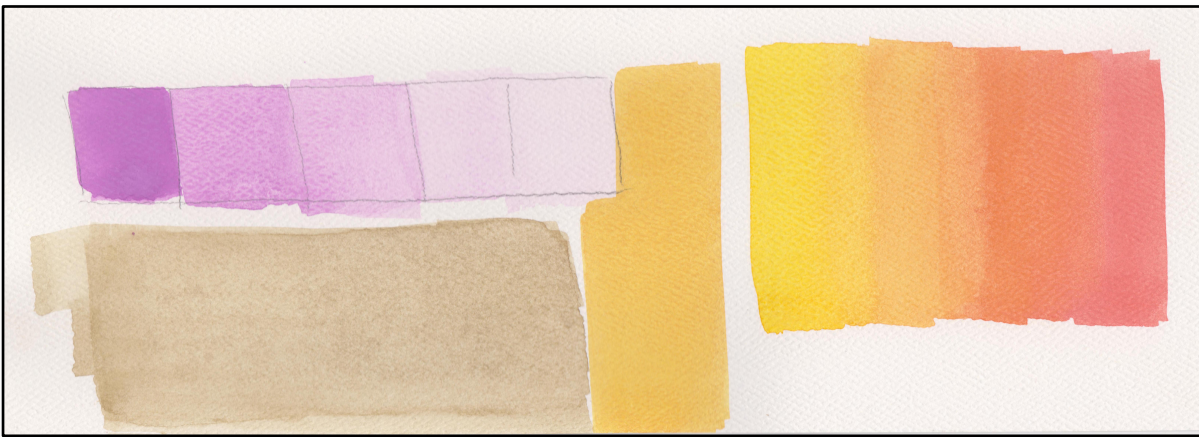
This will serve as a formative assessment; students will receive a simple participation grade reflecting whether or not they completed the assignment, and it will help to inform the teacher as to what students are able to do. The teacher will be moving around the room guiding students’ artistic practice as they complete these exercises. The teacher will provide oral feedback to students one-on-one, in small groups at their table, and to the whole class, as needed. If students are absent on this day, they will be expected to complete this assignment upon their return with one-on-one assistance from the teacher and reference to a teacher exemplar, as this exercise serves an important role in scaffolding learning to prepare students for the following lessons.

Lesson 3 Assessments

After a presentation on color theory for painting, students will complete a watercolor painting activity, which requires them to do the following three things:

- Create a 5-point monochromatic value scale using the color of your choice
- Create a gradated wash using 3 analogous colors of your choice, where colors slowly transition from one to the next
- Mix a neutral color from two complementary colors of your choice

This is the teacher example for the activity, which students will be shown before they begin the so that they have a clear understanding of what their objectives are for each of the assigned exercises.



This will serve as a formative assessment; students will receive a simple participation grade reflecting whether or not they completed the assignment, and it will help to inform the teacher as to what students are able to do. The teacher will be moving around the room guiding students' artistic practice as they complete these exercises. The teacher will provide oral feedback to students one-on-one, in small groups at their table, and to the whole class, as needed. If students are absent on this day, they will be expected to complete this assignment upon their return with one-on-one assistance from the teacher and reference to a teacher exemplar, as this exercise serves an important role in scaffolding learning to prepare students for the following lessons.

Lesson 4 Assessments

Before they begin developing their watercolor paintings, each student must first complete a value drawing in pencil for the dual purpose of planning their composition, and creating a plan for use of value and contrast before they begin working with paints. Students will have the opportunity to consult these drawings as a reference while they develop their watercolor paintings. These value drawings will be submitted to the teacher with the finished paintings, and will be worth 25% of each student's grade for the assessment related to this lesson. Students' planning drawings will be evaluated based on how they have used elements of art and principles of design to arrange their composition, and to what extent the drawing indicates that the student understands of the use of value and contrast in two-dimensional artwork.

After students finish their paintings, they will be given a reflection form to complete (images to follow in subsequent pages), which allows them to revisit information they learned in Lessons 1-4 and thoughtfully reflect on their use of learned techniques and artistic processes. This form will also solicit feedback for the teacher via the following question: "what is one thing I can do as the teacher to help you be more successful in the classroom?" As this learning segment is the first of two that I will teach to this class, this personalized feedback from students can be used to guide planning and instruction for the learning segment that will follow.

Students will receive individualized feedback on their planning drawing, finished painting, and reflection worksheet via the grade sheet pictured below, which will be handed back to each student. This sheet indicates the following: their grade (out of 5 points) for each of four main objectives for the lesson; their overall grade (out of 20 points); and individualized feedback to guide future learning in the form of handwritten teacher comments.

<u>Watercolor Wildlife: Grading Rubric</u>	Student Name _____	Per. ____
___ Value Drawing and Composition Planning (5 possible points) the artist successfully planned their composition and indicated various values in the pencil drawing; the drawing shows an understanding of value and contrast, and has been carefully drawn from observation		
___ Use of Watercolor Media and Techniques (5 possible points) available media have been used with skill to create dynamic color, a range of values, and realistic texture; areas of dark and light are high contrast; appropriate brush and painting techniques have been used throughout the work		
___ Craftsmanship, Studio Habits, & Persistence (5 possible points) the artist worked diligently to master use of media, and demonstrated persistence and adaptability throughout work on the project and in the face of challenges; the artist used class time and materials appropriately; the artist considered and valued peer and teacher feedback		
___ Reflection Worksheet (5 possible points) the artist thoughtfully reflected on their work, made connections to art context, and used relevant academic vocabulary appropriately to describe their work		
___/20 Total Points		
Comments:		

Page one of the reflection form:

Name: _____ Per: _____

Watercolor Wildlife: Reflection and Self-Evaluation Form

Tell me **at least** one thing you learned or observed during our trip to the Field Museum that relates to this project. It could be about drawing from the museum exhibits, or about artist-in-residence Peggy Macnamara and/or her work, or about watercolor paintings...
(if you were not on the field trip, you can leave this blank)

Which animal did you choose to paint, and why?

Describe two things you learned about the media and how to use it. Media used in this project were the watercolor paints (pans or tubes) and/or watercolor pencils.

Circle which watercolor techniques you use in your painting:

Flat wash

Wet on dry

Dry brush

Graded wash

Dry into wet

Wet into wet

Page two of the reflection form:

Describe how you used the techniques you circled above. Describe any other approaches you took that worked well in completing your painting.

Which part(s) of your painting do you feel most proud of, and why?

What were your greatest challenges in completing this painting? What would you do differently the second time around, now that you have some experience with watercolors?

What is one thing that I can do as the teacher to help you be more successful in the classroom?

Student work will be evaluated using the following rubric for summative assessment:

	Advanced/ Exceeding Objective (5 points)	Proficient/ Meeting Objective (4 points)	Developing/ Partially Meeting Objective (2 - 3 points)	Emerging/ Does Not Meet Objective (0 - 1 points)
Value Drawing and Composition Planning (VA:Cr1.1.1a) 25%	An <u>advanced</u> student shows evidence of <u>all</u> of the following: thorough planning of composition; use of a wide range of values in the pencil planning drawing, which indicates understanding of value and contrast; and careful observational drawing from the chosen reference.	A <u>proficient</u> student shows evidence of <u>most</u> of the following: thorough planning of composition; use of a wide range of values in the pencil planning drawing, which indicates understanding of value and contrast; and careful observational drawing from the chosen reference.	A <u>developing</u> student shows evidence of <u>some</u> of the following: thorough planning of composition; use of a wide range of values in the pencil planning drawing, which indicates understanding of value and contrast; and careful observational drawing from the chosen reference.	An <u>emerging</u> student shows evidence of <u>little to none</u> of the following: planning of composition; use of a wide range of values in the pencil planning drawing, which indicates understanding of value and contrast; and careful observational drawing from the chosen reference.
Use of Watercolor Media and Techniques (VA:Cr.2.1.1a) 25%	An <u>advanced</u> student shows evidence of <u>all</u> of the following: available media have been used with skill to create dynamic color, a range of values, and realistic visual texture; areas of dark and light are high contrast; appropriate brush and painting techniques have been used throughout the work.	A <u>proficient</u> student shows evidence of <u>most</u> of the following: available media have been used with skill to create dynamic color, a range of values, and realistic visual texture; areas of dark and light are high contrast; appropriate brush and painting techniques have been used throughout the work.	A <u>developing</u> student shows evidence of <u>some</u> of the following: available media have been used with skill to create dynamic color, a range of values, and realistic visual texture; areas of dark and light are high contrast; appropriate brush and painting techniques have been used throughout the work.	An <u>emerging</u> student shows evidence of <u>little to none</u> of the following: available media have been used with skill to create dynamic color, a range of values, and realistic visual texture; areas of dark and light are high contrast; appropriate brush and painting techniques have been used throughout the work.
Craftsmanship, Studio Habits, and Persistence (VA:Cr2.1.1a, VA:Cr3.1.1a) 25%	An <u>advanced</u> student shows evidence of <u>all</u> of the following: student worked diligently to master use of media and demonstrated persistence and adaptability throughout work on the project and in the face of challenges; the artist considered and valued peer and teacher feedback; the artist was responsible with shared materials.	A <u>proficient</u> student shows evidence of <u>most</u> of the following: student worked diligently to master use of media and demonstrated persistence and adaptability throughout work on the project and in the face of challenges; the artist considered and valued peer and teacher feedback; the artist was responsible with shared materials.	A <u>developing</u> student shows evidence of <u>some</u> of the following: student worked diligently to master use of media and demonstrated persistence and adaptability throughout work on the project and in the face of challenges; the artist considered and valued peer and teacher feedback; the artists was responsible with shared materials.	An <u>emerging</u> student shows evidence of <u>little to none</u> of the following: student worked diligently to master use of media and demonstrated persistence and adaptability throughout work on the project and in the face of challenges; the artist considered and valued peer and teacher feedback; the artist was responsible with shared materials.
Reflection Worksheet (VA:Re.7.1.1a) 25%	An <u>advanced</u> student shows evidence of <u>all</u> of the following: reflection responses indicate that the student has thoughtfully reflected on their work and process, made connections to art context, and used academic vocabulary appropriately.	A <u>proficient</u> student shows evidence of <u>most</u> of the following: reflection responses indicate that the student has thoughtfully reflected on their work and process, made connections to art context, and used academic vocabulary appropriately.	A <u>developing</u> student shows evidence of <u>some</u> of the following: reflection responses indicate that the student has thoughtfully reflected on their work and process, made connections to art context, and used academic vocabulary appropriately.	An <u>emerging</u> student shows evidence of <u>little to none</u> of the following: reflection responses indicate that the student has thoughtfully reflected on their work, made connections to art context, and used academic vocabulary appropriately; OR student did not complete the worksheet.

Lesson 5 Assessments

Below is a copy of the “Watercolor Wildlife Feedback” form that students will use during the class critique that takes place during lesson 5. Each student will be expected to complete a minimum of four feedback forms about different artworks created by their classmates. This will serve as a summative assessment; students will receive a grade reflecting whether or not they used class time effectively and left thoughtful and constructive feedback for their peers. Since this is the first critique that students are participating in as a requirement for this course, it will also help to inform the teacher as to what students are able to do in terms of participating in critiques.

Watercolor Wildlife Feedback Your Name: _____ Artist: _____

1. Identify at least two watercolor techniques that you think this artist used (e.g. flat wash, dry brush, wet into wet, wet into dry, gradient wash). How did they the artist use them, and in what part(s) of the painting?

2. Consider: Texture, Contrast, Composition, & Color Mixing. Of these four, what is one thing you think is especially successful in this painting, and what makes you say that?

3. Consider: Texture, Contrast, Composition, & Color Mixing. Of these four, what is one thing that could be better developed in this artwork, and what makes you say that?