

ASSESSING

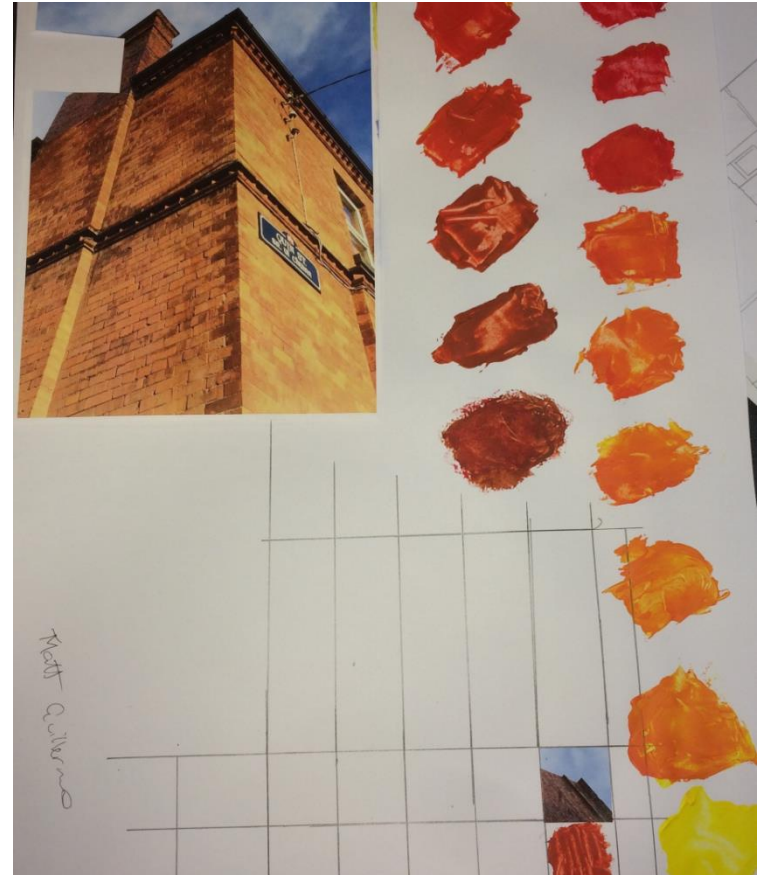
A Review of student learning evaluations through
Formative and Summative assessment



Formative Assessment

□ Student Work Feedback

- Preparation sheet for painting displays some good evidence of experimenting with extensive colour mixing.
- Though it lacks annotation in the form of labelling and written explanations. This is needed to communicate clearly this process of discovery.
- There needs to be more connections made between the photographic source and the colours you are identifying. Reference the image and also the artists we are looking at



Student's Prep sheet 25/01/17

Post Lesson Reflection

“My 5th year students began their prep sheets for their paintings this week. I explained quite clearly exactly what I was expecting to see in the preparation sheets and informed them that this was practice for the kind of work they would have to do into their workbook next year for the LC, and *at first they each agreed they understood, though once they began, it seemed some understood more than others.* I would go to each individually (the great thing about only having 10 students is getting to talk to each student one on one) and I would explain again. ***After a couple of lessons I realised that I needed to write out a checklist of what needed to be on it and have it on the board during each lesson.*** Eg. 1. Evidence of experimentation 2. Labels and notes detailing evidence of process 3. Reference to the photograph and artists we are looking at. Etc....Once I did this they all understood much better, and I could reference the list then as I went around, their progress with it improved then and I hope we will be on schedule now to start the paintings.”

Reflective journal Entry 25/01/16

Pro forma Lesson Plan – 5th years 26/01/17



Subject of Lesson Domain: Street Photography & Painting Practice: Students continue working on prep sheet for final painting – focus on <u>colour mixing experimentation</u>	Lesson No.: 11 Date: 26/01/17 Time: 13.40 – 15.00	Group: 5 th year No. of Pupils: 10
<u>Learning Outcomes</u> - Students will learn: <ul style="list-style-type: none">- Mix paint in an organized manner using a palette knife- How to create different variations of tints tones and shades of hues- How to identify and name/label colors - Students will learn this by: <ul style="list-style-type: none">- Practicing and experimenting with the tools and materials (Paint and Palette knife)- Analyzing the photographs, and experimenting with paint mixing to achieve the colors they identify with in it.- Organizing the lay out of their prep sheet, using the photograph as a reference and referencing the check list for what is required 		



After assessing the students prep sheets, I decided they needed some clearer instruction on what they needed to do for them. I decided to do this in the form of a check list. For the students to be able to keep track of their progress with them.

Formative Feedback - Check List

- **The Check list given to students as part of the formative feedback for their Prep sheets:**
 1. Evidence of experimentation with paint mixing & application
 2. Notes and Labels detailing the process of discovery from start to finish
 3. Reference to the photographic source, in form of annotation and manipulation of photo material
 4. Dynamic layout & clear presentation of sheet
 5. Reference to Artists we are looking at in context

Student Work Subsequent to Formative feedback

Students responded well to the formative feedback and found the checklist useful to reference when completing their prep sheets. Every student in the class put in a great effort to document their discovery process while mixing paint with good labels and annotations.

The competition I am working with has a lot of different types of shapes the image is very repetitive there is a contrast between two types of orange. Dark orange and light orange. Thus a contrast due to the 0.5m light coming from the top of the photograph. The chimney has a darker orange/red type of color that is probably the light coming from the north eastern direction from the page.

This image has two different perspectives but due to the magnification the image is the perspective becomes less noticeable from the original.

My aim of this color chart is to find all the textures of each brick in my final piece.

I used the mixture of Cadmium red and primary yellow to make different hues of orange, ranging to dark orange to the lightest.

For the sky effect I will probably use sponge to get the soft cloud effect and use different hue of blue to get a w/c effect.

Use masking Tape to get a straight line.

My plan to get the texture of the brick on the wall is by finishing the foundation color of the wall then adding the different tones of dissonance. After drying this colour I will be using masking tape to cover areas that does not need shadowing. I will also use the masking tape to straighten the image allow it to look realistic.

the light hue from the or I experimented above the main hue I'll be using for this image

The hue below will be used for the image on the left

Masking tape to cover the foundation and use a dark hue to get the same effect the same

100% R 40% Y 60% R
 70% R 30% Y
 50% R 50% Y
 40% R 70% Y 90% Y 100% Y
 60% Y 30% R 10% R 0% R

100% Titanium White
 + 10% Cobalt Blue
 + 15% Cobalt Blue
 + 15%





100% Cadmium Red
 + 10% Black
 + 10%
 + 5%
 + 5%

Students Prep sheet 30/01/17

Summative Assessment

As the development of the scheme changed at the beginning, with photography being less of a focus, the rubric category relating to photography became unnecessary when it came to assessing the work. As well as the drawing at the beginning, I assessed the students on their painting skills, knowledge and understanding and attitude to the project

Assessment Rubric: Painting / Photography

Assessment Criteria			
Photography & Observation 	Technical / Painting skills 	Knowledge & understanding 	Attitude 
Ability to record and convey qualities and elements of the subject matter such as; shape, form, colour, through photography, drawing	Ability to develop and translate visual information recorded about the subject matter in regard to, colour, line and shape	Show awareness of the importance of initial drawings / photographs in recording key features of the subject matter	Show willingness to participate to the best of their ability
Demonstrate an understanding of form, physicality and space and how it can be created/conveyed in photograph Proof of use of imagination and ingenuity in photography, drawing and painting process	Ability to comprehend colour tone ranges and how paints can be mixed to different degrees to create these tones Ability to manoeuvre the palette knife in terms of mixing paint and applying it to the surface	In initial discussion and photography show understanding of street photography by Dylan Kasson and <u>Pien Wilbrink</u>	Open to embracing the discipline of photography and painting, new techniques, and experimentation Willingness to take risks and be inventive with their paintings
Ability to use <u>Photography</u> drawing and painting media to best effect to describe the features and atmosphere of the objects.	Ability to be creative and highly proficient in their application of paint and masking tape to create some rich and innovative paintings	Ability to show understanding of the techniques used by painters Edward Hopper and Charles Sheeler	Work well individually and within a group situation.
Ability to select a viewpoint frame And record it, and translate it into a composition.		Ability to clearly describe the subject matter, and explain clearly how they developed it and the techniques used and the suitability of these in their final piece.	

Student #1

□ Over All Score 87%

Feedback:

Painting Skills

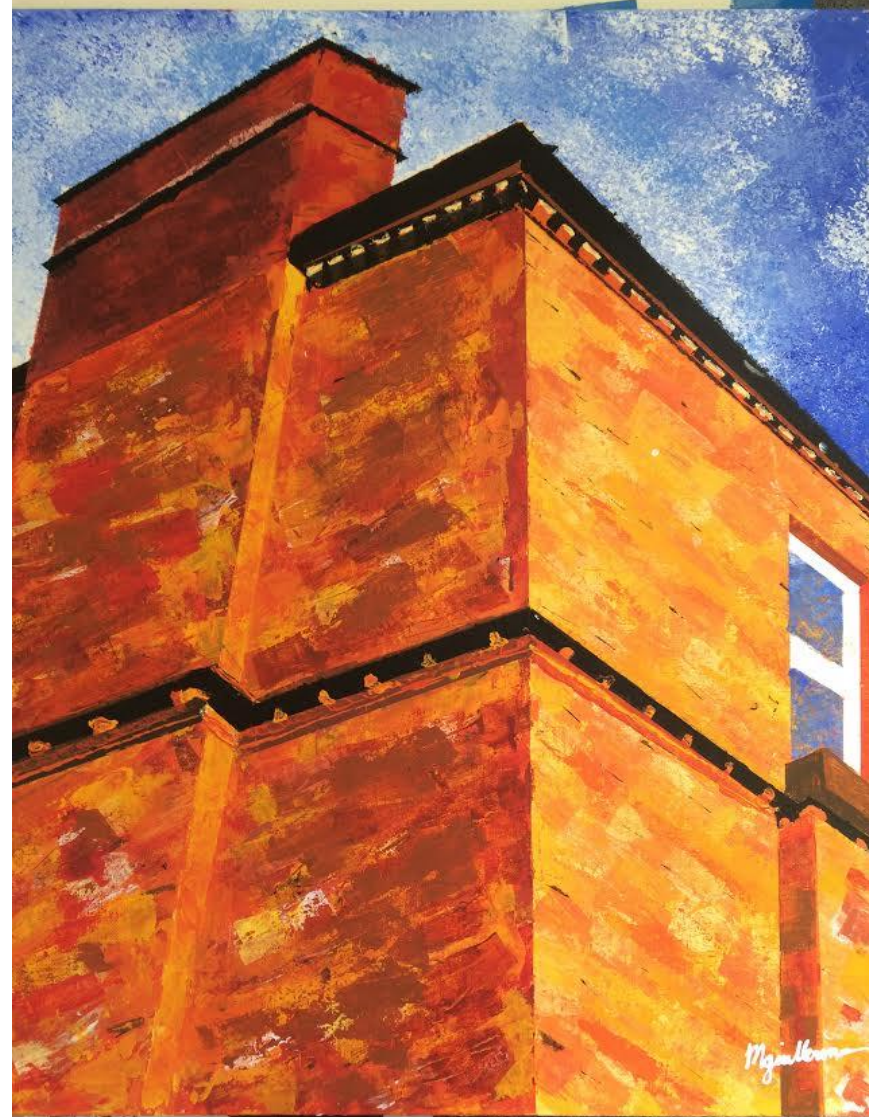
Student did a great job of investigating the subject matter. Student has shown a deep comprehension of colour tone and how to mix and layer paint. Attention to detail displays great skill manoeuvring the tools.

Knowlegde and Understanding

Students work displays good understanding of connections made with contextual artists Hopper & Sheeler. In class discussion student displayed comprehension of subject matter.

Attitude

Student responded to project with



Student #2

□ Over All Score 80%

Feedback:

Painting Skills

Student shows great ability in translating the visual information recorded about the subject matter. The work presents evidence that the student has become highly proficient in their paint layering technique.

Knowledge and understanding

Student showed great knowledge of subject matter and interpretation skills.

The work shows strong connection to the contextual studies

Attitude

Although frequently absent, student showed good interest in the project and participated well in discussions



Student #3

□ Overall Score 75%

Feedback:

Painting Skills

Student displays good ability of manoeuvring tools and applying paint to the surface. Student shows a fair ability of identifying colour tone and how paint is mixed.

Knowledge and Understanding

Student's work displays some good evident connection to the contextual artists. Student showed a fair understanding of subject matter

Attitude

Student maintained a good level of interest and participation through out the project.



Student #4

□ Overall score 55%

Feedback:

Painting Skills

Student shows a poor ability to translate visual information recorded about the subject matter. Student displays only basic comprehension of identifying and mixing tones. Paint application is crude and unfinished.

Knowledge and Understanding

Student's work displays little evidence of connection to contextual artists. Shallow understanding of subject matter.

Attitude

Student rarely fully applied himself to the project through out.

