**Data Analysis**

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| *1. Based on the Learning Target, and Success Criteria, describe what the students were expected to do? The students were expected to use a variety of shading techniques from class (at least 2) to accomplish one of two prompts options of their choice.* **Option 1:** Students will pick an animal that they associate as their spirit animal or an animal that has significance for them. Students can design animal divided into patterns and different shading techniques. Use your shading booklet to accomplish this. Most of the animal must be created through pattern, with few realistic features (up to 3).**Option 2**: Students will pick an animal that they associate as their spirit animal or an animal that has significance for them. Then students will choose a place that resonates with a feeling of home or nostalgia. Using the animal as a border, students will draw the chosen setting within the animal.They will do 3 brainstorm sketches to plan their ideas. Then they will accomplish one final sketch in black ink and pen. They will need to articulate meaning behind their drawing clearly once completed.*2. Which standards (CCSS) or curriculum expectations are being assessed?* 1. Visual art has inherent characteristics and expressive features2. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art3. Interpretation is a means for understanding and evaluating works of art4**.** Communication through advanced visual methods is a necessary skill in everyday life |

*3. Describe what you would consider to be a proficient response on this assessment? Exactly what would students need to say, write, or perform for you to consider their work proficient?*

Students would need to have 4 completed sketches for the summation of the assignment. Three sketches would need to be pencil brainstorm drawings, while the final drawing would be in pen and ink. For the final drawing they need to utilize at least 2 of the drawing techniques we have been covering in class (cross hatching, stippling, gradation, shading, contrast.) Students also need to articulate meaning behind their drawing.

Students are graded on their 3 pencil sketches, and their final ink drawing on a 4,3,2,1 scale.

**Results:**

Objectives Met: 4,3 Objectives Partially met: 2 Objectives not met: 1

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| Student | 3 Pencil Sketches | Final Pen Drawing | Why? |
| Bennett, Nathan | 3 | 4 | Had 3 sketches. Gave lots of detail and shading techniques to final. |
| Christensen, Tyrell | 4 | 3.5 | Sketches were super thoughtful. Pen shading was good but lack of meaning articulated. |
| Coley, Jenna | 4 | 4 | Jenna had impeccable shading and meaning behind her deer drawings. |
| Engstrom, Parker | 2 | 2 | Drawings were incomplete. |
| Feist, Natalie | 3 | 4 | Experimented with a variety of shading. Meaning behind drawings. |
| Gavillet, Dustin | 4 | 4 | Student completed both sketches with lots of shading techniques and personal significance. |
| Guardia, Sydney | 3 | 2 | Lack of shading techniques in final pen drawing. |
| Guerrero, Angelina | 2 | 4 | Sketches lacked shading but had a variety in final drawing. |
| Harpman, Kylie | 3 | 4 | Final drawing had a lot of meaning for student. Variety of shading techniques explored in pen. |
| Hicks, Jackson | 4 | 2 | Final drawing wasn’t fully completed. |
| Johnson, Ruby | 3 | 2 | Meaning in drawing could not be articulated. |
| Kropp, Alexis | 4 | 4 | Student experimented with a variety of shading techniques in all drawings. |
| Kulick, Alyssa | 2 | 2 | Drawings were not complete. |
| Martin, Sophia | 3 | 2 | Final drawing was not complete. |
| Mendoza, Bianca | 3 | 3 | Student accomplished 2 shading techniques in each drawing. |
| Mollenhauer, Mason | 4 | 3 | Final drawing had less shading techniques than sketches. |
| Murphy, John | 3 | 2 | Drawing didn’t have meaning and enough shading techniques. |
| Oh, Oswin | 2 | 1 | Did not use class time productively. Drawings barely started. |
| Pittman, Madelyn | 2 | 3 | Lack of shading in preliminary sketches. |
| Riott, Payne | 4 | 3 | Used a variety of shading techniques in sketches. Final drawing is unoriginal. |
| Robbins, Emily | 2 | 1 | Did not use class time productively. Drawings barely started. |
| Smith, Remington | 4 | 4 | Plenty of shading techniques and drawing has lots of meaning for student. |
| Tucker, Sara | 3  | 2 | Lack of shading techniques in final drawing. |
| Valdez Medina, Oscar | 4 | 1 | Sketches were very detailed. Barely started final drawing however. |

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| *Choose 3 focus areas for improvement. In other words, what skill(s) will you need to teach/re-teach for the students in each column?* As always after lessons have been taught, many things run through my mind that could be done different. For students who did not accomplish a lot during the work time, I will break up the students and give them assigned seats. Without friends sitting nearby to distract them I think the class time would be used much more efficiently. Also, I will ask students that need ideas for more shading techniques to participate in a group demonstration on how to shade and different types of shading. During this demonstration I will ask students what different shading techniques are and have them explain it to each other. By having the students do the teaching this allows for a higher level of understanding on Bloom’s Taxonomy. Finally for an area of improvement I will more clearly and concisely explain my brainstorm activity. Some of the students seemed confused at the beginning of the explanation. Perhaps a more concise explanation and more checking for understanding will help keep the instructions easily understandable.  |

*What Instructional Strategies will you use to teach the skills you have identified?*

I used a pair/ share drawing activity for the students to start brainstorming sketches. I worked the room while students were working to get one on one time with the students and keep them on task. We had a gallery walk following the brainstorm activity so everyone could share their work and gain inspiration from each other. This also taught students how to analyze other works and articulate ideas.

*How will you know if students met the learning targets? Write a description of what you were looking for in each assessment.*

I will look for 3 completed sketches for the formative assessment. These will act as rough drafts for the final drawing. The sketches should demonstrate expressive qualities and thoughtful intent based on different shading techniques we have been learning. Students should include at least 2 of the shading techniques we have covered for their drawing.

At the summation of the assignment, students will submit their final drawings. These will be graded on how many shading techniques were utilized (at least 2) and if their personal narrative is clear. This will act as the summative assessment. Students should be able to articulate the intended meaning/significance behind their work clearly.

**List of Assessments:** *(Note whether the assessment is formative or summative)*

Formative:

Following the introduction to the project students will be asked to draw 3 sketches for possibilities of their drawing. They will be asked to choose one of the drawings and bring in 3 reference pictures that pertain to their chosen sketch. Students will articulate the ideas behind their sketches and demonstrate how they utilized the planning process.

Summative:

At the summation of the assignment, students will submit their work to be graded. I will grade students based on how many shading techniques they utilized and creative elements within their work. Students will also be graded on if the intent is clear in their drawing and if they can articulate the intended meaning.