

Subject Area: Metals and Jewelry Level 1

Grade level: 9-12

Formative Task: Mixed Media Metals Reflection

A. Reaching Consensus About Proficiency

What are the students expected to do?

- After seeing six examples of mixed media metalwork (both 2-D and 3-D), students write down their responses to four critical thinking questions using at least 2-3 sentences:
 - Connections: What kinds of designs and textures from these professional examples could you use in your own design?
 - Challenge: What would be a new design that you would incorporate on your trading card that you haven't seen the professional artists do?
 - Concepts: How could you use found objects and other unusual materials (fabric) for your piece?
 - Changes: How does mixed media and found object work in metals make you think about recycled art?

Standards being assessed:

Observe and Learn to Comprehend

- Visual art has inherent characteristics and expressive features

Envision and Critique to Reflect

- Reflective Strategies are used to understand the creative process

What do I consider a proficient response on the assignment?

- Though I expect the actual answers to be open-ended, a proficient response would be if students used at least two sentences to answer the questions. Based on how the last lesson went, I believed that students would be able to deeply analyze the process and product of an art piece if they had one extra sentence to explain their reasoning.

Did the assessment give students a good opportunity to demonstrate what they know?

- When it comes to art analysis, I believe it gave students a good opportunity to demonstrate what they knew. Compared to the last lesson, I think at least three-quarters of the students were more mindful and analytical about their responses. However, there's currently no correlation between what students reflected on with this assessment and their final mixed media metals project. I won't be able to determine that until the project is over at the end of the month.

B. Diagnosis Students Strengths and Needs

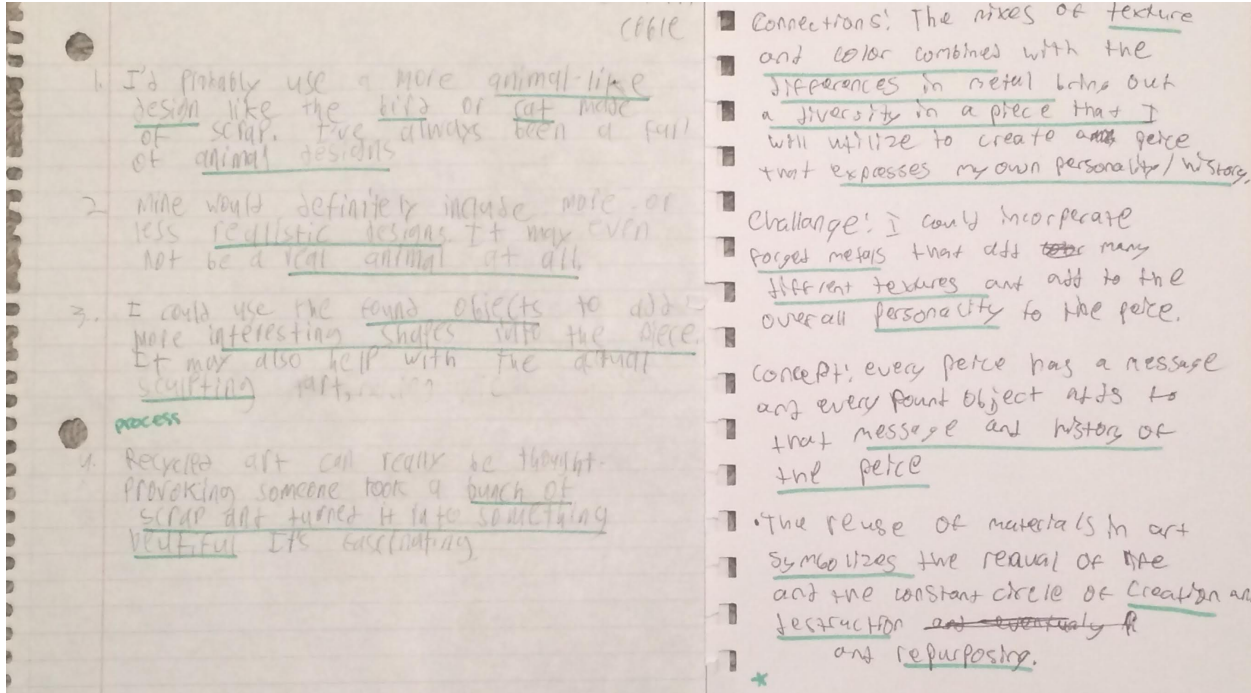
<i>High (Objective Met)</i>	<i>Expected (Objective Partially Met)</i>	<i>Low (Objective Not Met)</i>
<i>Cameron Caitlyn Eric Kenadi</i>	<i>Abby Tristan Moose Lilly Shay Haven Garrett River</i>	<i>Ben Ashley Richard Dane Jaxon Jordan</i>
<i>22% of class</i>	<i>44% of class</i>	<i>33% of class</i>

C. Prerequisite Knowledge

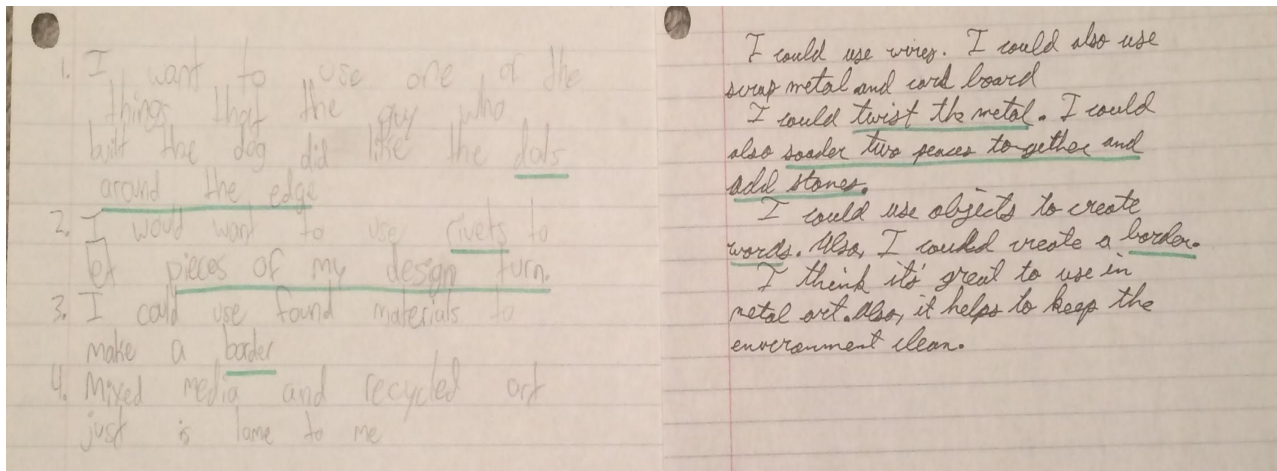
<i>High (Objective Met)</i>	<i>Expected (Objective Partially Met)</i>	<i>Low (Objective Not Met)</i>
<ul style="list-style-type: none"> • Students understood that mixed media materials impact the texture and aesthetic appearance of the work, which has a direct influence on the personality of the piece. • Students also understood that using found objects that are not made of metal impacts the sculpting process. • Students understood that repurposing art in mixed media symbolizes the creation and destruction of materials, which impacts the 	<ul style="list-style-type: none"> • Students understood that using mixed media materials creates unique textures and surface designs that add character to the pieces. 	<ul style="list-style-type: none"> • Students understood that recycled scrap metal, cloth, and found objects could be incorporated into a mixed media metals piece to make an expressive piece of art.

expression of the piece, its historical context, and the artist that made it.		
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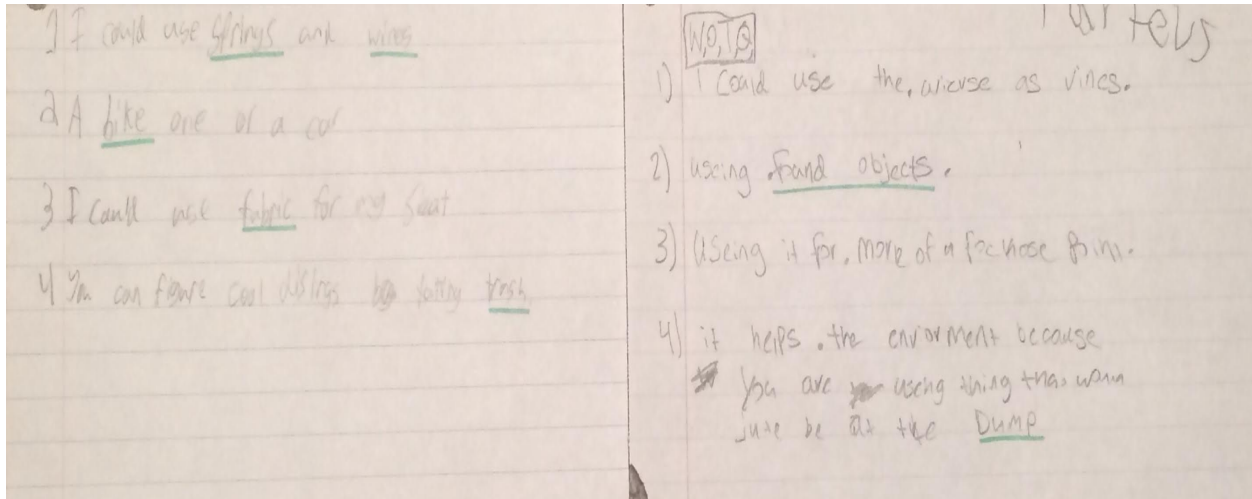
D. Evidence of Student Work



High



Expected



Low

E. Misconceptions/Wrong Information

<i>High (Objective Met)</i>	<i>Expected (Objective Partially Met)</i>	<i>Low (Objective Not Met)</i>
<ul style="list-style-type: none"> While there weren't many misconceptions with this group, the critical thinking in their answers could be pushed a little further. For example, how can mixed media materials create a realistic or abstract aesthetic? What is it about the materials that directly signifies it as a memento from history? How can artists use mixed media materials in a way that makes the work iconic to their style and personality? 	<ul style="list-style-type: none"> Students answered the questions with one sentence rather than using two or three (which was what I required them to do). The focus of the answers was heavily based on how mixed media impacts surface design, and nothing beyond that. One of the misconceptions is that artists only make decisions with their materials based on aesthetic appeal, not based on conscious intent for expression. 	<ul style="list-style-type: none"> Students in this section barely wrote a complete sentence, using one letter words or not answering all the questions. Students pretty much agreed with the question in one incomplete sentence rather than coming up with their own original thoughts. There is no critical thinking about how mixed media materials impacts the function and aesthetic/emotional expression of the piece.

F. Instructional Next Steps

What patterns/trends are noted for the whole class?

- When students are given explicit instruction to write using more than two sentences, their answers are a lot contemplative, creative, and personable. Even students that only write one sentence seem to notice the nuanced aspects of mixed media when it comes to visual design and emotional expression. However, I don't think that I would push students to write more detailed answers because they're more excited to create work than to write. Pushing them to write more in an art class might make them feel like they have to spend the whole class writing, which could sour the emotional environment.

What instructional strategies will be beneficial for the whole class?

- I think that the 4C's was a really great strategy to get a baseline sense of where everyone was with their writing, but I would combine See, Think, Wonder with What Makes You Think That? This would challenge students to make observations and state why and how they came to that reasoning.

What instructional strategies will students at each level benefit from?

<i>High (Objective Met)</i>	<i>Expected (Objective Partially Met)</i>	<i>Low (Objective Not Met)</i>
<p>What Makes You Think That: Since students discussed how mixed media expresses aspects of history, symbolizes repurposing materials, and adds to the personality of the piece, I would push them to reflect on why and how they've come to that conclusion.</p>	<p>See, Think, Wonder: This activity will get students to think more critically about what they think is going on with the emotional expression and personality with the piece without making them write a ton of sentences.</p>	<p>Sentence-Phrase-Word: I would have these students look at a series of mixed media metals pieces and write one sentence that describes what they see in one of the pieces, a phrase that they feel encapsulates the expressive qualities of the piece, and a word that really describes another one. From there, they can write a one-word theme and predictions they might have for how the materials were made.</p> <p>Think, Pair, Share: Students might be more willing to go in depth with their</p>

		explanations if they talk it out with a partner.
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*It's important to note that these strategies are meant to be applied to work on students' writing and critical analysis skills in an art classroom, based on the data that I gathered from my previous lesson. My assessment on their skill level would be different if I were able to compare the students' responses to the quality of their finished art product. Unfortunately, I was not able to get access to their artwork before this assignment was due, but I would include that in my analysis in the future.