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EDTL 7100

Evaluation Strategy

**Elements of Art Unit for Middle School Art:**

**Evaluation Strategy**

It is important to introduce students the elements of are because we are surrounded by them in their daily lives. Once students are introduced to the elements they will be able to understand the visual world around them. During this unit both formative and summative evaluation methods will be used to ensure that the unit is covering the learning objectives that are present for each subunit.

Formative evaluation is an ongoing process that occurs while the curriculum is being designed. It begins at the project’s inception and may last one to three years (Chiarelott, 2005). Formative evaluation can be done in many ways. The teacher that is teaching the unit can provide the students with a questionnaire or question of the day to determine the students’ prior knowledge of the elements of art. Another way to determine comprehension of the elements is through observation of students while they are working independently. Observation strategies involve consistent surveillance of what students actually do during all phases of an art lesson: performance, attitude, work habits, and overall behavior (Gruber, 2008). In art education there is always a final product which is assessed on effort, following directions, and craftsmanship. In the final assessment the teacher should be able to identify if the students are applying what they have learned to the project. The information gathered from these activities will provide some insight into the effectiveness of the curriculum design.

In the beginning of the semester students will create an ongoing portfolio. A portfolio is a collection of student work and documents that, as a totality, constitutes as a valuable assessment tool in an art classroom (Gruber, 2008). This portfolio will act as a reference to students as the assignments will continue to elaborate on their learned knowledge and act as a visual guide for teachers to see the ongoing progression of the students work.

Formative portfolios contain all aspects of a particular lesson from initial conceptualizations through research and revisions to final products. This information can be in the form of notes, sketches, other artwork, and any material relevant to the objectives to the lesson. Formative portfolios also document the level of involvement, learning, and thought processes that have been taken place over a period of time (Gruber, 2008). Summative portfolios contain collections of finished products that give indications of abilities at a given point in the instruction, usually at the end of a course of study (Gruber, 2008).

Using formative and summative evaluation methods will allow the teacher to look at the curriculum design to determine the effectiveness of the elements of art unit. This will provide the teacher with the proper feedback to determine if the learning objectives were met. Once all the information is complied the teacher needs to determine if the unit needs to be modified or continue the way that it is.