**Overview**

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| Learning Goals | Assessments | Format of Assessment | Adaptations |
| Learning Goal 1:  The student will be able to demonstrate how to use a small image to create a larger image. | Pre-Assessment | Guidelines to sketch four different examples of using their symbol to create a larger image | Repeat directions as needed and give encouragement to students who are struggling. Demonstrate on the board, and have slideshow of examples playing throughout. |
| Formative Assessment | Relief Printing Q & A  Class Discussion | Provide adequate wait time between Q & A.  Have other students give possible ideas to other students who are struggling. |
| Post-Assessment | Discuss classmate’s artwork and how they used their image to create a larger one | Start the discussion if students have a hard time starting it on their own. |

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| Learning Goal 2:  The student will be able to identify and demonstrate how to use tools safely and appropriately. | Pre-Assessment | Q & A: Class discussion- guessing what tools are | Do this in groups a second time, to make sure all students got to hear/see what the tools are |
| Formative Assessment | Use tools appropriately | Overlook the students and give clues (words or motions) to remind them of appropriate procedure |
| Post-Assessment | Class discussion and demonstration | Give clue words to assist students who are struggling with names of tools |

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| Learning Goal 3:  The student will be able to express what they see in works of art and the feelings it provokes. | Pre-Assessment | Worksheet: Students will draw symbols that represent them and write on the back why | Talk to students about themselves to provoke an idea if they are struggling to think of one. |
| Formative Assessment | Pick one symbol for their stamp, and explain why they chose it. | Assist with drawing and choosing what symbol. |
| Post-Assessment | Use their symbol to create the larger image to represent something about them. | Allow students to use a symbol that just is appealing to them and is not a representation of them. |

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| Learning Goal 4:  The student will be able to understand the importance and function of the multiple/pattern. | Pre-Assessment | Students will discuss what they know about stamps, and how they are beneficial.  Create a stamp to use it to make a larger image by making multiples. | Provide ample wait time after asking questions. Give verbal cues and explain why I think stamps are beneficial. |
| Formative Assessment |
| Post-Assessment | Students will discuss why they feel it is beneficial to use a stamp, and if their opinion changed or not. | Facilitate class discussion. |

**Pre-Assessment and Post-Assessment:**

Within my unit there will be different methods of evaluation to assess my students’ achievements. For the majority of the pre-assessments, the students will complete a Q&A worksheet, and will have discussions at the beginning of each day. Another part of the pre-assessments will be the brainstormed symbols for their stamps and the sketches they did before their final product. For the pre-assessments, I am primarily basing the grade off of whether or not the student attempted to use their preexisting knowledge to figure out the answers to the questions. Some questions the correct answer is what I am looking for.

During the post-assessments, I will be walking around observing the students making sure they are grasping each learning goal and concept completely. I will be watching to see if the students are using their tools properly, and if they are actually correctly using their stamp image to create a different larger image. There will also be a lot of class discussions that will be a part of the post-assessments to see if students are learning how art can be used as expression. I have created a rubric for how the final product will be graded for each student (see rubric).

**Formative Assessment**

To track student progress throughout the unit, I plan to use several means of formative assessment. At the start of each day I will ask the students what printmaking is and what type of printmaking we are doing. Then, we will discuss what the project is that we are doing, and what step we will be doing in class that day. Another type of formative assessment I will use will be to allow the students to sketch out their final product ideas. I will clarify to the students that the activity is simply practice, but I will look at each student’s practice drawings to see whether they are on the right track or not. This will be done before they begin their final product, that way they have the practice they need before drawing their image on the final product paper itself. With students being absent so much, and being taken out of class so often, I will assess different students at different times, but will make sure to assess each of them.