PPAT® **Assessment**

Library of Examples – Art

Task 3, Step 1, Textbox 3.1.1: Standards and Learning Goals

Below are two examples of written responses to Textbox 3.1.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

The work you submit as part of your response to each task must be yours and yours alone. Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

Guiding Prompt for Task 3, Textbox 3.1.1

a. What learning theory/method will guide your planning process? Provide a brief description of the theory/method. How will you make use of it?

b. What learning goal(s) and content standards, state and/or national standards, did you identify for the lesson? How will they guide the planned learning activities?

c. What is the content focus of the lesson? What related content that the students have previously encountered will support the learning in this lesson?

d. What are some difficulties students might encounter with the content? How will you address the difficulties?

Example 1: Met/Exceeded Standards Level

a. The learning theory that I plan on using in this lesson is Constructivism. This learner-based theory is based on the student acquiring the knowledge being presented by actual hands-on application, as well as a possible social component being present. The very nature of a production-centered art classroom fits perfectly with the Constructivist's philosophy. The student will be first taught about the subject and then apply what they have learned in the actual making of it.

b. National Standards- VA:Cr2.1.4a- Explore and invent art-making techniques and approaches. VA:Re.7.2.4a-Analyze components in visual imagery that convey messages. VA:Re9.1.4a. Missouri Grade Level Expectations- STRAND IA. Portrait: Create facial features in correct proportion. STRAND II.A Identify and use outlines. STRAND II.F. Identify realistic facial proportions. The Standards listed above will guide the planned learning activities is several different ways. To meet the national standards, the student will be given opportunities to understand and create an artwork that applies the

techniques, approaches, and analyzing skills through several methods such as presentation of cultural exemplars that support the lesson and the production will be evidence of the comprehension. The Missouri Standards (GLE) will be the framework in which the pre-assessment, production, and final assessment will be based upon while planning, in which I will create a project for the students that will demonstrate the acheivement of these goals.

c.   The student will be able to identify and create a self-portrait using correct, realistic facial features and proportions. The student will be able to compare and contrast cultural exemplars of self-portraiture. The student will develop proper sketch techniques while drawing their self-portrait. The students will have had experience with observation and basic drawing skills that will support the learning in this lesson. However, the grade level expectation of the drawing being realistic is first being introduced at this level, verses the expressive styles in previous grades. Therefore much of the instructional support will be coming from the learning activities themselves.

d.   The difficulties that I predict the students might encounter primarily will originate from the overall difficulty of the project. It requires keen observation and more advanced drawing skills, necessitating several learning activities that will efficiently scaffold the students to this higher level required. Because of the difficulty of the project as well, the students will need motivational support to be able to work through it. One last possible difficulty that I see is the general, pre-teen self-consciousness of the age group and the possibility of fearing being made fun of during the actual production. A review of art room manners will be conducted to help prevent these fears from developing into reality.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 and ask yourself:

What evidence does the candidate provide to show how the lesson plan has been guided by

- A learning theory/method
- State/national standards and learning goals
- Related content that students have previously encountered
- Ways to address the difficulties students may have with the learning

Why is the analysis of standards and learning goals thorough?

Example 2: Did Not Meet/Partially Met Standards Level

a.   The theory that I used to guide my planning was the "Two Ways of Knowing" work by Betty Edwards. In this theory, Dr. Edwards discusses that to draw at a particular level; one must use both the analytical and visual modes of their brain. This is also referred to as the Left Brain/Right Brain mode

b.   Learning goals: Students will gesture a still-life composition that shows proper use of overlapping, negative space, implied line and balance. Students will draw still-life objects proportional with accurate detail. Students will apply at least 7 values to their drawings. Missouri Standard: Strand I Product/Performance: B. Drawing- HS Level 1- Create smooth, continuous value through even pressure. Define edge through variations in pressure or angle. Demonstrate proficiency using a single drawing media. National Standards: Visual Arts: Creating: Investigate: HS Accomplished: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. Based on the chosen standards, I planned components of

my still-life unit to allow students to explore a new medium through practice and production. This will help develop their understanding of the subject matter.

c. The content focus for this unit is the use of graphite or charcoal and the drawing of still-life objects. Prior to this unit, students used graphite to complete a series of gestural movement drawings. This supported learning through students being familiar with the medium and its application in a gestural way.

d.   Some difficulties that students might encounter with the content is the filling of the entire space. To address this issue, I will have students create a composition frame to help them identify what sections would need to flow off the paper.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 and ask yourself:

What evidence does the candidate provide to show how the lesson plan has been guided by

- A learning theory/method
- State/national standards and learning goals
- Related content that students have previously encountered
- Ways to address the difficulties students may have with the learning

Why is the analysis of standards and learning goals uneven?

Suggestions for Using These Examples

After writing your own rough draft response to the guiding prompts, ask the question, "Which parts of these examples are closest to what I have written?" Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.