

PPAT® Assessment

Library of Examples – Art

Task 3, Step 1, Textbox 3.1.3: Learning Activities

Below are two examples of written responses to Textbox 3.1.3 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 3.1.3

- What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.
- How will these learning activities address students' strengths and needs?
- How did your class demographics inform the design of the learning activities you chose?

Example 1: Met/Exceeded Standards Level

- The first learning activity that I plan to use requires the students to measure a famous self-portrait with a partner, to see if the artist “got it right.” This learning activity will give the student practice before production, as well as serve as an informal assessment to see if they possess the measuring skill required. The second learning activity I plan to use is sketching practice that gives the student the opportunity to practice creating sketch lines that are of the appropriate value for the drawing portion of the lesson. This activity will give the student an opportunity to develop the proper control of the media needed for drawing a self-portrait. If the student’s sketch is too dark, and adjusting is required, the student will not be able to make these corrections needed to obtain the learning goal—correct proportions and placement. The final learning activity is to draw a self-portrait, using the correct placement and proportions of facial features, based on the information provided during instruction and demonstration.
- The students’ needs will be addressed in several ways. Giving the students ways to develop measuring skills before beginning the actual drawing will support the actual, more difficult process of recreating themselves in a drawing. Also, by teaching how to properly sketch with the right value will facilitate the natural trial and error process of “sketching,” therefore significantly eliminating any lack of prior drawing skill being a hindrance in achieving the learning goal. Both of these learning activities involving practice will help to

facilitate success. Another very positive learning outcome will be the reduction of the overall level of frustration which can undermine motivation, and as well as interfere with the creative process. If the student has exceptional drawing skills, this final learning activity will provide an opportunity to surpass the basic requirements, adding more detail and refinement to the final drawing.

- c. Several important demographics in this classroom were very relevant to the decision making process when choosing the activities. The significantly higher percentage of below grade-level mathematics performance scores indicated that an activity that included a review of any math skill needed would quite possibly be necessary. The measuring practice was included based on this demographic. The second demographic is the extremely low socio-economic status of the majority of students' families. Very often, with very little or no art supplies available at home, the student has only access to drawing tools/art media at school. The sketching practice is included in the lesson to ensure the student has the necessary skill to move forward and succeed with the actual drawing.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities thorough?

Example 2: Did Not Meet/Partially Met Standards Level

- a. During my lessons, the learning activities that I will be using are oral explanation and sketching to learn. My rationale for oral explanation is that it provides clarity to thinking, justifies reasoning and to communicate for understanding. My rationale for sketching to learn is it allows students to create quick sketches to aid in a better understanding of new concepts and techniques.
- b. By using these learning activities, students will have the opportunity to comprehend and explore the material more fully using both the left and right brained approaches to understanding. By using strategies that appeal to both sides of the brain, I hope to encompass the individual strengths and needs of each student.
- c. The drawing course is comprised of students whom have previously taken the foundations courses and decided to continue in the arts. Based on this information, I was able to choose learning activities that give students more freedom to explore with less worry of them not being engaged with the material because of their background of course work.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities ineffective?

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.

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