

PPAT® Assessment

Library of Examples – Art

Task 3, Step 1, Textbox 3.1.4: Materials, Resources, and Technology

Below are two examples of written responses to Textbox 3.1.4 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 3.1.4

- What materials and resources will you use to support your instruction and student learning? Provide a rationale to support your choices.
- What types of technology do you plan to use in your instruction?
- How will your chosen technology enhance your instruction and student learning in the lesson?

Example 1: Met/Exceeded Standards Level

- The anticipatory set and instruction will include a slide presentation of images and diagrams that instruct the student about self-portraiture throughout history by using cultural exemplars, as well as diagrams explaining the correct proportions of facial features. The resources will be gathered from the internet as well as textbooks focused on art curriculum. For the first learning activity, large-scale reproductions of famous portraits will be utilized. Students will also be provided with basic 12 inch rulers. For the second learning activity, the students will be given a work sheet with value graduated lines that they are to duplicate with a #2 drawing pencil. For the final activity, the students will be given artist quality Bristol drawing paper, reference materials, mirrors, art gum erasers, and a pencil for the actual self-portrait.
- The technology used for the lesson will be comprised of the equipment necessary for the anticipatory set, instructional time, and demonstration portion of the lesson. A laptop with a presentation document will drive the presentation via an document projector and Interactive white board. The demonstration will be conducted using a document camera that is specialized for the large viewing area required for art.

- c. The technology chosen for this lesson is extraordinarily useful in facilitating student learning in visual arts. The viewer friendly, large format of the images and diagrams allow the student to better view and therefore understand the material being presented. Also, by demonstrating with a large format document camera, the student is able to see the entire project being created and understand more completely the steps required. Not only is this an important instructional tool, it is invaluable in terms of creating impact for a whole group, which creates less time for the student watching and sitting, and more time for the actual process of making art to occur. The Interactive white board is large-scale and is visible to an entire classroom of students.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 and ask yourself:

- What rationale does the candidate provide for the use of materials and resources, including technology, to enhance instruction and student learning?
- Why is the analysis of materials, resources and technology effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The materials I chose for drawing 2 students was soft vine charcoal, compressed charcoal and gum erasers. The variety of charcoals gave students the opportunity to play with different value applications. I chose these materials because most of the advanced students were new to each element.
- b. For this unit, I plan to use a slideshow for each day. The slideshows will be projected onto a interactive white board at then front of the classroom.
- c. My chosen technology will enhance my instruction and student learning but providing students with written instruction, vocabulary and examples which will aid in understanding of the material.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 and ask yourself:

- What rationale does the candidate provide for the use of materials and resources, including technology, to enhance instruction and student learning?
- Why is the analysis of materials, resources and technology effective?

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.