

PPAT® Assessment

Library of Examples – Art

Task 4, Step 1, Textbox 4.1.1: Goals and Student Background

Below are two examples of written responses to Textbox 4.1.1 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 Prompts for Task 4, Textbox 4.1.1

- What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.
- What whole-class data did you use to establish a baseline to measure student growth?
- How did your students' prior knowledge and background information influence your planning process?

Example 1: Met/Exceeded Standards Level

The state standards that grounded the objectives for this lesson were: Apply the art-making process to solve problems and generate design solutions and Apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media. These standards guided the lesson because at this point in the project, students were needing to solve problems and create design solutions as they transformed their chosen drawing of a monster into a three-dimensional sculpture. Secondly, they needed to effectively apply technical art skills such as modeling forms and creating a monster sculpture out of only a glass jar, masking tape, newspaper, aluminium foil, and joint compound. These standards resulted in two more specific learning objectives for this last part of the unit. Students had already brainstormed how to draw unique characteristics of monsters, developed 4-5 sketches, and were ready to turn one of their sketches into a final sculpture. These objectives were: Construct physical features monster using only a recycled jar, newspaper, foil, cardboard, and tape and Produce a sculpture of a monster using sculpting and painting techniques. The objectives were appropriate for this class because it would be their first time creating sculptures and using acrylic paint. In addition to learning two new artistic media,

students would also be learning crucial problem solving skills suggested from the state standards as they made decisions on what parts of their drawings could practically be created out of the materials provided while thinking creatively, making a sculpture that looked like their drawing and was structurally sound. Baseline class data was taken from analyzing the students' final monster drawing and plans. After the students had drawn four different monster sketches, they chose one and drew it large and with more details on the back of their paper. In addition to drawing this monster larger, they were asked to make any changes in this drawing that would make the monster's features be more realistic in terms of the sculptural materials provided, use crayons to plan out the color scheme they would paint it, and label the monster's features with the specific materials they intended to use. The data taken included four categories with headings that included, planned to sculpt beyond the jar, material-appropriate features, features labeled with appropriate material, and colors planned. For each category, students were given a score from zero to two. Zero meant that the student had not met expectations, one meant that they were approaching expectations, and two meant that the student had met expectations. The students' specific tallied score would put them in one of three categories for how they could proceed with the project. These were, Complete, Complete with Concerns, or Incomplete. The latter would require a follow up with the student and myself to talk through any roadblocks that had prevented their preparedness. The data revealed that only one student in this class would need to meet to develop a plan, while twelve students could move forward independently with the project, and another twelve could move forward with the possibility of needing attention related to the realistic transfer from their drawing to a sculpture. Knowing the students' background knowledge prepared me to plan a unit according to their previous artistic experiences and areas for growth. Since this course focused on 2D drawing during the previous semester, I was aware that they would actively engage in the sketching phase of this project. Since I had never seen them create 3D sculptures, I knew I needed to enact a teaching strategy, such as Direct Instruction, that would divide the project into small manageable parts so that students would not be overwhelmed by not only a new project, but a new concept and art medium. This strategy would appeal to students with learning styles and multiple intelligences that need structure, such as a mastery or logical-mathematical learner, to help them make sense and create order in such a self-expressive project. Knowing that many of my students were interested in books and movies that involved monsters, and that many of my students were self-expressive learners, I knew that they would take this assignment as an opportunity to use their imaginations and think creatively. This influenced me to involve plenty of structure within the unit because this assignment could produce endless possibilities while also offering some freedom in the creative choices that students made to promote student interest and engagement in the project. One example of this freedom was the lack of parameters for how the jar could be used. For example, some students decided to place it sideways, standing up, or suspended within in their sculptures, and some decided whether or not they would like to use the jar's lid as an added feature.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence connected?

Example 2: Did Not Meet/Partially Met Standards Level

This lesson will cover the use of the elements of art and principles of design, the safe use of new materials, visual analysis, and art history, which are all in alignment with the state content standards. Additionally, the students will use national standards by creating, producing, and responding to work. The lesson plan attached was written for the Art III students. These students have already created at least one linoprint, but had not yet mastered the skill. I wanted these students to improve on those skills by doing an additional linoprint. The difference is that the students will be studying a new artist and will be forced to think about their final product in a more critical manner by doing a series of prints with a variation of changes between each one. I knew that this would be difficult for the students to understand. For this reason, I chose to introduce the assignment with very detailed expectations and directions. As the Art III students work on this assignment, I will begin to introduce a simplified linoprint assignment to the Art II class. This allows the upper level students to model the assignment for the students who have not yet attempted this type of work. Doing this creates a whole class mentality even though three of the students are in a completely separate class. All students were able to show some examples of texture, but some students proved to be more capable of providing a variety of examples.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence limited?

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.