



Arts Impact

SUMMER SCHOOL 2004
Assessments Summary



WITH TACOMA PUBLIC SCHOOLS



SUMMER SCHOOL Second Grade LEARNING ASSESSMENTS

Student learning in the *Arts Impact Summer School* uses criteria-based assessments. Documentation and evidence include showing understandings through visual art, dance, and theater, as well as traditionally through mathematical computations, reading, and writing. Images include samples of student work. Summaries of learning include students at two different schools, Boze Elementary with Krissy Miller, teacher and Lyon Elementary school with Colleen Tumlin, teacher. Numbers in columns reflect the percentage of students who achieved a specific learning target by meeting criteria through a personal response. The mean and median are tallied to compare the average and middle score for each lesson.

Visual Arts



Symmetry: Balancing Color, Shape and Texture

How can an artist organize diverse elements in formal balance? Repetition of placement, orientation and type of texture, shape and color on either side of a central axis line can create symmetry.

Math Standards: 1.3 concept: geometric sense: central axis

Arts Standards: 1.1 concept: line, texture, color; 1.1.2 principles of organization: symmetry, repetition; 1.2 skills: painting; 2.3 applies a responding process

Boze
Elementary
n=15

Lyon
Elementary
n=12

87

58

MATH/ARTISTIC: Learning Criteria

Used brushstrokes, overlapping color, and shapes in balance and repeated as mirror image on each side with a specific line of symmetry

87

58

ARTISTIC: Learning Criteria

Selected and uses multiple brushes: varies dabs and strokes

100

100

Used masking technique

53

100

Used glazing technique

100

100

Mixed and applied color made from primary color

Mean 4.3/5
Median 4/5

Mean 4.2/5
Median 4.5/5

TEACHER COMMENTS

Boze Elementary: Most students had no prior knowledge of symmetry, but really picket it up! Glazing was extremely difficult for most. Many reminders (were given to the students). Many students did not use glazing (not sure it was clear)! One student used no glazing, (but did) use a variety of brushes and brushstrokes. Another student was very precise, but didn't care about criteria. It had to be his way! A third student showed much knowledge through the arts; (but it was very difficult for her to) reflect or write.

Lyon Elementary: (Student name) exhibited symmetry diagonally and horizontally.



Setting: Words and Images

How can choice of color and objects tell more about setting in art?

Selection of cool/warm colors and specific objects can give information about time and place.

Reading Standards: 1.4 concept: story elements: setting

Arts Standards: 1.1 concept: warm and cool colors; 1.2 skills: drawing techniques: strokes, layers, blends; 2.3 applies a responding process: describes

Boze
Elementary
n=15

Lyon
Elementary
n=12

93

100

100
100
100
87

100
100
83
92

LITERACY: Learning Criteria

Extracted language when describing setting

ARTISTIC: Learning Criteria

Identified and drew key objects to define setting

Suggested time and place with color

Named cool (blue, green, violet) and warm colors (red, orange, yellow)

Stroked, layered and blended with oil pastels

TEACHER COMMENTS

Mean 4.8/5
Median 5/5

Mean 4.75/5
Median 5/5

Boze Elementary: (Student name) used stroking, layering, blending and warm colors (to) show setting. (Student name) is a perfectionist, (having) a difficult time drawing a representation of the setting. (He) couldn't get started after many prompts. He used no blending, layering, or strokes. (Student name) speaks no English. (He was able to) show a setting, although he wasn't able to give a literacy response.

Lyon Elementary: (Student name) was able to transfer warm and cool colors by naming them in all other art lessons. (Student name) represented the same setting using cool colors and then repeated the project in warm colors.



Lesson was not assessed by teachers.

Visual Art Analysis: Categorizing Similarities and Differences

How can comparison of paintings be shown in a pictorial diagram or graph?

Similar and dissimilar attributes documented in paintings can be shown through categorization and symbolic representation of patterns.

Math Standards: 1.4 investigate situations: search for patterns

Arts Standards: 2.3 responding process: describe, analyze

Boze
Elementary
n=

Lyon
Elementary
n=

MATHEMATICAL: Learning Criteria

Visually documents using symbolic graph or diagram

ARTISTIC: Learning Criteria

Named elements in artworks

Established categories for painting attributes

Mean
Median

Mean
Median

TEACHER COMMENTS

Boze Elementary: No comments.

Lyon Elementary: No comments.



Comparing Long and Short Lines

How can approximation help to compare measurements and make art?

Approximating long and short, thick and thin lines can give probably measurements, help problem solve, and communicate ideas.

Math Standards: 1.2 measurement: approximate; 4.1 extracts mathematical information: approximate measurement

Arts Standards: 1.1 concept: line length: long/short, thick/thin; 1.2 skills and techniques: printmaking

Boze
Elementary
 $n=13$

Lyon
Elementary
 $n=11$

100

100

MATHEMATICAL: Learning Criteria

Made and measured longer and shorter vertical and horizontal lines on math page

100

100

MATHEMATICAL/ARTISTIC: Learning Criteria

Created vertical and horizontal lines parallel to sides and length of paper

92

91

ARTISTIC: Learning Criteria

Made and measured longer and shorter vertical and horizontal lines in own art

85

82

Made thicker and thinner lines

100

100

Drew a refined image into a printing plate

92

100

Transferred even opaque ink layers from plate to paper

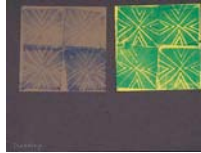
Mean 5.7/6
Median 6/6

Mean 5.7/6
Median 6/6

TEACHER COMMENTS

Boze Elementary: (Student name) used no thin lines. (Student name) used no thick lines. (Student name) met all the criteria. (Student name) met all the criteria.

Lyon Elementary: No comments.



Dividing Space with Fractions and Texture

How can use of math and visual texture divide space?

Use of fractions and creation of visual texture on fractional portions of surfaces can divide space visually and mathematically.

Math Standards: 1.3 geometric: fractions ($1/2$; $_$)

Arts Standards: 1.1 concept: texture; 1.2 skills and techniques: printmaking

Boze
Elementary
 $n=13$

Lyon
Elementary
 $n=12$

100

100

MATHEMATICAL: Learning Criteria

Wrote fraction

100

100

MATHEMATICAL/ARTISTIC: Learning Criteria

Divided paper vertically into halves

100

100

Divided paper horizontally into $1/4$ s

92

100

Divided printing surface of stamp in $1/2$ s or $1/4$ s diagonally

ARTISTIC: Learning Criteria

Defined fraction by incised texture

100

100

Stamped corresponding fraction in 1, 2, 3 or 4 folded paper segments

100

TEACHER COMMENTS

Mean 5.9/6
Median 6/6

Mean 6/6
Median 6/6

Boze Elementary: (Student name) (met) all criteria. (Student name) divided in $_$ but (printed) both sides. (Student name)'s art was hard to see because of color choice, but followed criteria. (Student name) met all criteria.

Lyon Elementary: No comments.

Lesson was not assessed by teachers. See teacher comments.

Presenting Your Art

What process and skills contribute to effective presentation of art?

Selection, mounting, and combining of art with text can enhance its accessibility to and understanding by the viewer.

Math Standards: 1.2 concepts and procedures: from measurement

Writing Standards: 2.3 writes in a variety of forms; 2 prewrites, revises, publishes

Arts Standards: 1.2 skills and techniques: mounting; 2.1 creative process: reflects for self-evaluation, presents work to others; 4.2 demonstrates connections between arts and other content areas: math

Boze
Elementary
n=

Lyon
Elementary
n=

MATHEMATICAL: Learning Criteria

Showed equal margins with large border at bottom

LITERACY: Learning Criteria

Used a consistent text format

LITERACY/ARTISTIC: Learning Criteria

Wrote reflective text that describes learning

ARTISTIC: Learning Criteria

Demonstrated criteria posed in lesson

Selected mounting material that contrasted or unified

Mounted art

Mean
Median

Mean
Median

TEACHER COMMENTS

Boze Elementary: No comments.

Lyon Elementary: Although students selected their own material and titled (their art) for display, this (lesson) was not assessed because art was mounted for them. They described art impact on learning through journal prompt, *What did you improve in this summer and how did the arts help you learn?*

Dance

Dancing the Sequence of a Story

How can writing and dance retell the sequence of a story?

Describing key events and actions either in words, or by using shapes and smooth and sharp movements, can retell the beginning, middle, and end of a story.

Reading Standards: 1.4 story elements: setting

Writing Standards: 1.1 develop concept and design: relevant details: character attributes; 2.2 write of a purpose: describe something

Arts Standards: 1.1 concept: shape, energy

Boze
Elementary
n=15

Lyon
Elementary
n=12

53

83

LITERACY: Learning Criteria

Identified beginning, middle and end as key events and actions in writing

100

92

ARTISTIC: Learning Criteria

Choreographed events with a first shape and a last shape to show beginning, middle, or end of a story

100

92

Choreographed actions using specific movement phrase with sharp or smooth energy to show beginning, middle or end of story

Mean 2.5/3
Median 3/3

Mean 2.7/3
Median 3/3

TEACHER COMMENTS

Boze Elementary: No comments.

Lyon Elementary: Because of language, (student name) copied the text as a learning strategy.



Number Strings

How is a strong of numbers added more easily?

By grouping numbers, dancers or movements, students can understand and solve number strings.

Math Standards: 1.1 number sense: computation: stringing numbers

Arts Standards: 1.2 creates choreography

Boze
Elementary
 $n=10$

Lyon
Elementary
 $n=13$

100
100

100
77

MATHEMATICAL: Learning Criteria

Grouped numbers on a number string dance worksheet
Solved equation correctly

100

77

ARTISTIC: Learning Criteria

Grouped numbers in a dance

Mean 3/3
Median 3/3

Mean 2.5/3
Median 3/3

TEACHER COMMENTS

Boze Elementary: (Student name) had an extremely difficult time chunking and solving equations and needed lots of one-on-one assistance before meeting concepts. (Student name) enjoys math and found it easy. (Student name), who speaks no English, was able to do it! (Student name) especially enjoyed this activity.

Lyon Elementary: No comments

Word Choice

How can linked word and movement choice communicate poetry through dance?

Selecting specific nouns, adjectives, verbs, and phrases and connecting complementary movements using levels of space, energy, and locomotor/nonlocomotor movement can make poetry and dances communicate more clearly.

Writing Standards: 1.2 word choice: use style appropriate to audience and purpose: writes in a variety of genres: poetry--cinquain

Arts Standards: 1.2 skills: creating choreography; 4.2 making connections: dance, reading, writing

Boze Elementary <i>n</i> =12	Lyon Elementary <i>n</i> =12
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42	100
50	100
42	100
100	100

LITERACY: Learning Criteria

Identified nouns in poems
Identified adjectives in poem
Identified verbs in poem
Wrote five-line poetic form with small group

100	100
100	100
100	100
100	100

ARTISTIC: Learning Criteria

Linked levels in space to nouns
Linked sharp or smooth energy to adjectives
Linked locomotor and non-locomotor movement to verbs
Danced five-line poetic form with a small group

Mean 6.3/8 Median 6/8	Mean 8/8 Median 8/8
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TEACHER COMMENTS

Boze Elementary: Verbs, nouns, and adjectives for a hard concept for most! The first lesson was really learning nouns, verbs, and adjectives (because students) had no prior knowledge. Students came up with their own nouns, verbs, and adjectives. (Student name) had no idea of nouns, verbs, and adjectives, but wrote a poem. (Student name) showed understanding of all criteria. (Student name) had trouble remembering nouns, verbs, adjectives, but loved writing and dancing the poem.

Lyon Elementary: No comments

Theater



Creating Character

How does the use of body and voice contribute to the building of a character?

Combining specific gestures/body movements with vocal choices contributes to the understanding and creation of a character.

Reading Standards: 1.4 literary devices: descriptive language; 2.2 analyze and interpret: character's persona within the context of the story

Writing Standards: 1.1 develop concept and design: relevant details: character attributes; 1.2 word choice; 1.2 figurative writing

Arts Standards: 1.1 concepts: character

Boze
Elementary
n=12

Lyon
Elementary
n=12

100
92

92
100

92
100
100

100
92
92

Mean 4.8/5
Median 5/5

Mean 4.75/5
Median 5/5

LITERACY: Learning Criteria

Listed character in story

Used posture and movement choices to describe attributes of character

ARTISTIC: Learning Criteria

Walked and talked normally

Used vocal quality, pitch and volume to describe attributes of character

Combined vocal quality, pitch and volume with posture and movement choices to describe attributes of character

TEACHER COMMENTS

Boze Elementary: (Student name) just couldn't act like himself, (but) he had a writing example (that met criteria). (Student name) wrote characters; couldn't write details. (His) acting (met criteria). (Student name) was organized in this lesson. (Student name) wrote descriptions (that met criteria), as well as (met criteria) in her acting.

Lyon Elementary: (Student name) copied from another student for traditional response.



Story Structure Slide Show

How is a story physically retold by focusing on its beginning, middle, and end?

Dramatic stories can be told through a sequence of actions related to specific events.

Reading Standards: 2.1 understands the meaning of what is read: understands the importance of sequence of events or information

Arts Standards: 1.1 concepts: action, main events, main characters, settings; 1.2 skills and techniques: movement; 2.2 performance process: conceptualization

Boze
Elementary
n=11

Lyon
Elementary
n=12

64
64
64

92
92
92

LITERACY: Learning Criteria

Identified beginning (introduction first action)
Identified middle climatic action
Identified end/resolution action

100
100
100
100

92
92
92
92

ARTISTIC: Learning Criteria

Recreated beginning (introduction first action)
Recreated middle climatic action.
Recreated end/resolution action
Presented beginning, middle and end

Mean 5.9/7
Median 7 /7

Mean 6.4/7
Median 7/7

TEACHER COMMENTS

Boze Elementary: (Student name) had a difficult time retelling with writing only. (Student name) again (gave) no writing response, but could retell using her body. (Student name) (met criteria) retelling the story.

Lyon Elementary: No comments.



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Arts Impact SUMMER SCHOOL Third Grade

LEARNING ASSESSMENTS

Student learning in the *Arts Impact Summer School* uses criteria-based assessments. Documentation and evidence include showing understandings through visual art, dance, and theater, as well as traditionally through mathematical computations, reading, and writing. Images include samples of student work. Summaries of learning include students at two different schools, Boze Elementary with Jill Barrett, teacher and Lyon Elementary school with Rachal Marcus, teacher. In some instances where classes studied same lesson, teachers on occasion elected to not teach one lesson target. Numbers in columns reflect the percentage of students who achieved a specific learning target by meeting criteria through a personal response. The mean and median are tallied to compare the average and middle score for each lesson.

Visual Arts



Lines of Symmetry in Masks

How can understanding symmetry create facial features?
Repeating shapes and arrangement of parts on opposite sides of a mid-line can create facial features and mask forms.

Math Standards: 1.1 concept: geometric sense: 2-D shapes, symmetry, similarity
Arts Standards: 1.1 concepts: symmetry, 2-D shape; 1.2 skills: oil pastels: layers, strokes, blends; 1.3 art from various cultures: European and African masks; 2.3 applies a creative process: analysis

Boze Elementary n=13	Lyon Elementary n=14
100	93
100	100
100	71
92	100
Mean 3.9/4 Median 4/4	Mean 3.6/4 Median 4/4

MATH: Learning Criteria

Repeated the same pattern of shapes and colors on both sides of a line of symmetry

ARTISTIC: Learning Criteria

Repeated the same feature shapes on both sides of a facial line of symmetry
Repeated the same colors on both sides of a facial line of symmetry
Used an oil pastel technique: layered, stroked, blended

TEACHER COMMENTS

Boze Elementary: (Student name) repeated several shapes and lines of symmetry in his mask. (Student name) made patterns and shapes using the same colors on both sides. (Student name) used oil pastels. She layered and blended her colors.

Lyon Elementary: None



About Faces and Fractions

How can a face be represented proportionately?

Representing the human face can begin with division of the face into fractions, followed by recording differences noted through observation.

Math Standards: 1.1 concept: number sense: fractions

Arts Standards: 1.1 concepts: proportion; 2.3 applies a creative process: gathers information for self-portrait

Boze
Elementary
n=16

Lyon
Elementary
n=14

100

100

75

79

69

86

63

93

63

100

44

64

Mean 4.1/6
Median 5/6

Mean 5.2/6
Median 5/6

MATH: Learning Criteria

Found half of something in room

MATH/ARTISTIC: Learning Criteria

Positioned eyes _ ways down face

Positioned nose _-ways between eyes and chin

Positioned bottom-edge of mouth _-ways between nose and chin

ARTISTIC: Learning Criteria

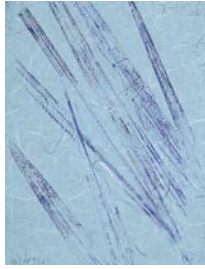
Uses interrupted, spiral/looping, straight or curved lines to represent hair attributes

Created even tone to show smooth areas of face with pencil techniques

TEACHER COMMENTS

Boze Elementary: No comments.

Lyon Elementary: (Student name) used great observation techniques and spent more time looking in the mirror than at his drawing. (Student name) observed lines in hair. (Student name) struggled with drawing her mouth but it looked by the end (as though) she found success.



Composition in Nature: Recording the Printmaking Process

How can the organization of elements in natural forms guide creating a composition?

Observation of the order or pattern of shapes and lines in organic forms can guide the organization of a composition.

Writing Standards: 2.2 writes for different purposes: to explain procedures

Arts Standards: 1.1 concepts: line; 1.1.2 principles of organization; 1.2 skills and techniques: printmaking

Boze
Elementary
n=12

Lyon
Elementary
n=14

83

79

WRITING: Learning Criteria

Recorded and sequenced printmaking process in clear language

100
100
100

100
100
100

ARTISTIC: Learning Criteria

Identified and showed relationship between observed natural forms and drawings

Repeated found elements inspired by the repeated arrangement of natural forms

Controlled ink application and placed image in planned pattern on paper

Mean 3.8/4
Median 4/4

Mean 3.8/4
Median 4/4

TEACHER COMMENTS

Boze Elementary: (Student name) repeated arrangement of natural forms. (Student name) transferred his drawings to his printmaking. (Student name) demonstrated control of the ink transfer process. (Student name) showed the relationship between his natural form and his drawing. (Student name) applied ink to her arrangement.

Lyon Elementary: (Student name)'s understanding of the English language interfered with her ability to successfully communicate sequence. (Student name) demonstrated understanding of concepts during museum visit by commenting on symmetry found in the art (exhibited).



Measurement and Enlarging

How is an object enlarged?

Using math estimation, measurement, and multiplication, and repeating the shape can enlarge an object.

Math Standards: 1.2 measurement concepts: approximation

Arts Standards: 1.1 concepts: length, size; 2.3 applies a creative process: gathers information; skills and techniques: selects painting tool, painting techniques

Boze
Elementary
n=17

Lyon
Elementary
n=13

100

100

MATH: Learning Criteria

Estimated length by measuring distance end-to-end and occupied space with standard or nonstandard measurement tools

100

100

ARTISTIC: Learning Criteria

Estimated length by measuring distance end-to-end and occupied space with standard or nonstandard measurement tools

100

92

Increased size to picture plane

100

77

Matched the shapes of petals

100

46

Overlapped shapes where appropriate

100

100

Painted small areas with small brushes/strokes, and large areas with large brushes/full strokes

Mean 6/6
Median 6/6

Mean 5.2/6
Median 5/6

TEACHER COMMENTS

Boze Elementary: (Student name) matched the shape of his petal. (Student name) increased the size of her flower to match the picture plane.

Lyon Elementary: (Student name) enlarged her flower. (Student name) did not multiply his flower enough to have it near the edge. It is however enlarged from his original drawing. His attention to detail and artistic response for use of shape, overlapping, and painting demonstrates his understanding.

Lesson was assessed by one of two teachers.

Presenting Your Art

What process and skills contribute to effective presentation of art?

Selection, mounting, and combining of art with text can enhance its accessibility to and understanding by the viewer.

Math Standards: 1.2 concepts and procedures: from measurement

Writing Standards: 2.3 writes in a variety of forms; 2 prewrites, revises, publishes

Arts Standards: 1.2 skills and techniques: mounting; 2.1 creative process: reflects for self-evaluation, presents work to others; 4.2 demonstrates connections between arts and other content areas: math

Lyon
Elementary
n=13

69

MATHEMATICAL: Learning Criteria

Showed equal margins with large border at bottom

100

LITERACY: Learning Criteria

Used a consistent text format

100

LITERACY/ARTISTIC: Learning Criteria

Wrote reflective text that describes learning

100

ARTISTIC: Learning Criteria

Demonstrated criteria posed in lesson

100

Selected mounting material that contrasted or unified

100

Mounted art

Mean 5.7/6
Median 6/6

TEACHER COMMENTS

Boze Elementary: Not assessed.

Lyon Elementary: (Student names)'s written reflections demonstrate their understanding of concept learned during the original art lesson.

Dance



Analyzing and Using Numeric Patterns

How does use of numeric pattern create structure and unity?

Looking for and using numeric patterns simplifies understanding and provides organization and unity.

Math Standards: 2.1 concept: investigate situations: searching for patterns and exploring a variety of sources

Arts Standards: 1.1 concepts: shape, direction; 1.2 skills: performs combinations of movements

Boze
Elementary
 $n=14$

Lyon
Elementary
 $n=11$

100
57

100
100

MATH/ARTISTIC: Learning Criteria

Recognized and identified repeating units in Fanga with the entire class

Notated a pattern of 3 movement phrases (each repeated 4 times) and an ending shape held for 8 counts

100
100

100
100

ARTISTIC: Learning Criteria

Repeated traditional movement phrases of Fanga

Created and danced a pattern of 3 movement phrases (each repeated 4 times) and an ending shape held for 8 counts

Mean 3.6/4
Median 4/4

Mean 4/4
Median 4/4

TEACHER COMMENTS

Boze Elementary: No comments

Lyon Elementary: (Student names) added complicated movements to their choreography. (Student name) documented through notation both the small group dance and the large group Fanga in her journal. (Student name) was not clear during the first day during the group reflection, but was much more descriptive in the small group Fanga.



Two-dimensional Shapes Dance Chant

How can you remember the similarities and differences between shapes?

Chanting, dancing, drawing, and describing four-sided two-dimensional shapes can enhance your ability to remember them.

Math Standards: 1.3 geometric sense: 2D shapes: four-sided quadrilateral shapes: square, rectangle, rhombus, trapezoid, parallelogram

Arts Standards: 1.1 concepts: size and rhythm

Boze
Elementary
 $n=15$

Lyon
Elementary
 $n=12$

100

83

MATHEMATICAL: Learning Criteria
Drew two-dimensional quadrilateral shapes on paper (square, rectangle, rhombus, parallelogram, trapezoid, quadrilateral)

80

92

Labeled quadrilateral shapes (square, rectangle, rhombus, parallelogram, trapezoid quadrilateral)

100

100

ARTISTIC: Learning Criteria

Rhythmically changed shape description

100

100

Drew two-dimensional small/big quadrilateral shapes in air (square, rectangle, rhombus, parallelogram, trapezoid, quadrilateral)

Mean 3.8/4
Median 4/4

Mean 3.75/4
Median 4/4

TEACHER COMMENTS

Boze Elementary: (Student names) all recognized the six 2D shapes studied. They were able to chant and draw with their hands the shapes as well.

Lyon Elementary: The parallelogram was the most difficult for students to draw. (Student names) were constantly identifying shapes in real life. "There's a rhombus...."



Dancing Maps for Measurement

How does nonstandard measurement contribute to planning and doing dance?

Using non-standard measurement to plan movement can show approximate length of pathways within a dance.

Math Standards: 1.2 measurement: precision, approximation, standard measurement

Arts Standards: 1.1 concepts: shape, pathway; 1.2 skill: corresponds planned movement to actual movement

Boze
Elementary
 $n=15$

Lyon
Elementary
 $n=11$

100
100

100
100

MATH/ARTISTIC: Learning Criteria

Drew different lengths of line segments between shapes on a group dance map
Drew different lengths of line segments between shapes on own map for partner

100

27

ARTISTIC: Learning Criteria

Corresponded the approximate measurement relationship of the length of line segments on a dance map with the relationships of the lengths of pathways within a dance on group dance map

100

100

Corresponded the approximate measurement relationship of the length of line segments on a dance map with the relationships of the lengths of pathways within a dancing map of partner

Mean 4/4
Median 4/4

Mean 3.3/4
Median 3/4

TEACHER COMMENTS

Boze Elementary: (Student name) approximated the distance between each quadrilateral. (Student name) includes great detail in his drawings.

Lyon Elementary: Many students had difficulty following spacing of own map made with the group, yet could follow individual, partner map on same day.

Theater

Exaggerated Poetry

How does an actor use exaggeration to become more dynamically expressive?

A strong vocal and physical choice creates more dynamic communication.

Reading Standards: 1.4 elements of literature—fiction: literary devices: exaggeration

Arts Standards: 1.1.2 skills and techniques: physical choice

Boze
Elementary
n=20

Lyon
Elementary
n=13

35

100

LITERACY/ARTISTIC: Learning Criteria

Created simultaneous exaggerated expression using body and voice

100
60

100
100

ARTISTIC: Learning Criteria

Presented an action magnifying the action phrase meaning

Presented a vocal choice that clearly conveys and enlarges the meaning of the action phrase

Mean 1.95/3
Median 2/3

Mean 3/3
Median 3/3

TEACHER COMMENTS

Boze Elementary: (Student name) continues to present himself clearly. (Student names) demonstrated expression using their body movements, but tend to be reserved in regards to their voice.

Lyon Elementary: (Student names) are very expressive with voice and body.

Character Maps

How can a character be created through the analysis of literature?

Identifying the physical, vocal and emotional attributes of a character can build a deeper comprehension of a story.

Writing Standards: 1.1 develop concept and design: relevant details: character attributes

Arts Standards: 1.1 concepts: character attributes

Boze
Elementary
n=19

Lyon
Elementary
n=11

74

100

84

100

47

100

37

91

Mean 2.4/4
Median 2/4

Mean 3.9/4
Median 4/4

LITERACY: Learning Criteria

Recorded clues (key words from text: adverbs, adjectives), phrases

ARTISTIC: Learning Criteria

Used posture and movement choices to describe attributes of character

Used vocal quality, pitch and volume to describe attributes of character

Combined vocal quality, pitch and volume with posture and movement choices to describe attributes of character

TEACHER COMMENTS

Boze Elementary: No comments

Lyon Elementary: (Student name) uses unique vocal responses. (Student name) exhibits understanding of character.



Story Volcano

How do the parts of a story work together to create a unified whole?

Parts of a story build cumulatively from the beginning through a sequence of actions to the climax and resolution.

Reading Standards: 2.1 understands the meaning of what is read: understands the importance of sequence of events or information

Arts Standards: 1.1 concepts: character, parts of a story, plot, resolution, conflict; 1.1.2 principles of organization: sequence of actions; 1.2 skills and techniques: movement, feelings of characters; 2.2 artistic process: working to solve a dramatic problem: conceptualization

Boze
Elementary
n=13

Lyon
Elementary
n=7

100
100
100

100
86
57

LITERACY: Learning Criteria

Identified and recorded parts of a story: introduction

Identified and recorded parts of a story: rising action, climax

Identified and recorded parts of a story: falling action, resolution

ARTISTIC: Learning Criteria

Created parts of a story and sequential key events: introduction

Created parts of a story and sequential key events: rising action, climax

Created parts of a story and sequential key events: falling action, resolution

Showed storyline through performance

100
100
100
100

100
100
100
100

Mean 7/7
Median 7/7

Mean 6.4/7
Median 7/7

TEACHER COMMENTS

Boze Elementary: (Student name) identified clearly the introduction the characters. (Student name) demonstrated the story elements through artistic response. Acting of the climax was expressive. (Student name) used expression throughout the storyline. (Student name) demonstrated evidence of understanding by recording the rising action and falling action of the story titled, *The True Story of the Three Little Pigs*.

Lyon Elementary: (Student name) showed a (strong) sense of storyline. (Student name) used acting (to develop) character.

Modify My Action!

How does an actor use descriptive language to make actions more specific and dramatic?

Using an adverb as a modifier makes verbs more powerful.

Writing Standards: 1.1 word choice: adverbs, verbs

Arts Standards: 1.2 skills and techniques: movement

Boze
Elementary
n=17

Lyon
Elementary
n=11

100

91

LITERACY: Learning Criteria

Explained the function of a verb and adverb verbally

100
76

100
100

ARTISTIC: Learning Criteria

Demonstrated action of verb

Changed and sustained an action to reflect new attributes of a verb given by an adverb

Mean 2.8/3
Median 3/3

Mean 3.9/4
Median 4/4

TEACHER COMMENTS

Boze Elementary: (Student name) had difficulty recognizing and recalling what an adverb does to a verb. (Student name) showed some understanding of an adverb by modifying a verb through action. All students were able to verbally explain what a verb is.

Lyon Elementary: (Student name)'s language (abilities) interfered with some of (her) understanding.

Assessments Note: The teacher from Lyon Elementary School split the literacy assessment to assess students separately for verbs and adverbs. The score reflected on the summary reflects one student who did not respond to an adverb; the mean and median reflect her scores on a 4 point rather than a 3-point scale.



SUMMER SCHOOL Fourth Grade LEARNING ASSESSMENTS

Student learning in the *Arts Impact Summer School* uses criteria-based assessments. Documentation and evidence include showing understandings through visual art, dance, and theater, as well as traditionally through mathematical computations, reading, and writing. Images include samples of student work. Summaries of learning include students at two different schools, Boze Elementary with Judy Alia, teacher and Lyon Elementary school with Faye Kurano, teacher. Numbers in columns reflect the percentage of students who achieved a specific learning target by meeting criteria through a personal response. The mean and median are tallied to compare the average and middle score for each lesson.

Visual Arts



Boze
Elementary
n=14

86

100

93

100

100

Mean 4.8/5
Median 5/5

Lyon
Elementary
n=6

83

100

100

100

100

Mean 4.8/5
Median 5/5

Elevations in Architecture

How can geometric shapes affect the aesthetic and functional attributes of a building?

Shape with specific mathematical attributes can be repeated and organized for visual unity, congruency, and utilitarian purpose in architectural design.

Math Standards: 1.3 concept: geometric sense: relationships and transformations: angles, location of objects relative to each other; shapes (appropriate tools in the environment); congruency

Arts Standards: 1.1 concept: architecture, elevation, frontal view; 1.2 skills: technical line

MATH: Learning Criteria

Identified parallel and perpendicular lines, and obtuse, acute and right angles with side and vertex in the environment

MATH/ARTISTIC: Learning Criteria

Defined one side of a building through use of circle, oval, square, rectangle, pentagon, or hexagon/heptagon

Identified and repeated congruent shapes in an elevation drawing

Made straight lines parallel, perpendicular or equidistant, and/or curved lines uniform in radius

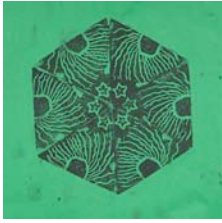
ARTISTIC: Learning Criteria

Transferred building components and relationships of parts

TEACHER COMMENTS

Boze Elementary: No comments

Lyon Elementary: No comments



Tessellations and Rotations

How can placement of shapes create symmetry?

Arranging repeating geometric shapes in a pattern and around a center point can create symmetry.

Math Standards: 1.1 number sense: fractions; 1.3 geometric sense: relationships and transformations: slides, flips and turns

Arts Standards: 1.1.2 composition: repetition; 1.2 skills and techniques: printmaking

Boze
Elementary
n=14

100
100

100
86
100

Mean 4.9/5
Median 5/5

Lyon
Elementary
n=

100
100

100
100
100

Mean 5/5
Median 5/5

MATH: Learning Criteria

Manipulates tiles in slides and rotations

Uses mathematical shapes

ARTISTIC: Learning Criteria

Aligned plate in slides

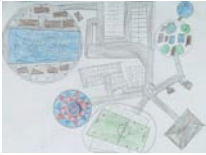
Aligned plate in rotational symmetry

Transferred ink from plate to paper

TEACHER COMMENTS

Boze Elementary: No comments.

Lyon Elementary: No comments.



Mapping Angles from Above

How can knowledge and use of angles represent a viewpoint from above?

Recognizing and using right, acute, and obtuse angles can communicate intersection of lines in space as seen from above

Math Standards: 1.1 concept: measurement: angles: right, acute and obtuse

Arts Standards: 1.1.2 composition: bird's eye representation of space; 2.3 artistic process: identifies components and information; analyses art; evaluates using criteria

Boze Elementary
n=14

86
86

86
100
100
100
100
100

100

Mean 8.6/9
Median 9/9

Lyon
Elementary
n=5

100
100

100
100
80
100
100

100

Mean 8.8/9
Median 9/9

MATH/ARTISTIC: Learning Criteria

Identifies lines that are equidistance apart

Identifies lines that are at right angles to one another

Identifies right, acute, and obtuse angles

Draws parallel lines

Draws perpendicular lines

Draws right angle

Draws acute angle

Draws obtuse angle

ARTISTIC: Learning Criteria

Makes lines that are straight and even

TEACHER COMMENTS

Boze Elementary: (Student names) have very low English speaking skills. They could not retain mathematical information.

Lyon Elementary: No comments.



One lesson component was taught and assessed by one teacher and not the other

Boze
Elementary
n=14

64

100

86
100
100
100

Mean 5.5/6
Median 6/6

Lyon
Elementary
n=5

80

100

100
100
100
na

Mean 4.8/5
Median 5/5

Building Your Building

How can a 3-D representation of a building include personal meaning?

Structures expressing identity can be constructed by manipulating and adapting 2-D materials linked with personality, interests, events, or family.

Math Standards: 1.3 concept: geometric sense: 3-D form

Arts Standards: 1.1 concept: 2-D, 3-D, space, meaning in found objects; 1.2 skills: paper construction; 3.1 ideas and feelings: personal representation

LITERACY: Learning Criteria

Described link between materials choice and self in writing or orally

ARTISTIC: Learning Criteria

Manipulated and/or joined materials to create a structure with height, width, and depth

Selected materials that link with self
Cut and/or folded clean, precise edges
Joined/attached securely
Glues securely with no visible residue (Boze ES only)

TEACHER COMMENTS

Boze Elementary: (Student names) had difficulty relating this lesson to themselves.

Lyon Elementary: Students were given the opportunity to respond either orally in class critique or in writing their link between materials' choice and self

Assessments Note: The teacher from Lyon Elementary did not assess students on affixing craftsmanship, scoring only 5 of the 6 targets for the lessons.



Narrative: Beginning, Middle, End

How can elements of art tell a story?

Use of simplified shapes, selected color, and directional line can tell a story.

Reading Standards: 1.3 reads fluently: read fluently when incorporating new skills or reading materials: beginning, middle
1.4 elements of literature: shows characterization

Writing Standards: 2.2 writes for different purposes: such as to tell stories

Arts Standards: 1.1 concepts: simplified shape, color for characterization and unity, line for directionality; 1.2 skills and techniques: cutting; 2.1 creative process: conceptualization; 3. purpose: illustration: narrative: beginning, middle, end

Boze Elementary n=14	Lyon Elementary n=
86	100
64	100
100	100
86	100
79	100
79	100
Mean 4.9/6 Median 5/6	Mean 6/6 Median 6/6

LITERACY/ARTISTIC: Learning Criteria

Selects and communicates the beginning, middle and end of a story

ARTISTIC: Learning Criteria

Used purposeful line to direct the eyes of viewer to key figure or event

Simplified by reducing detail to basic shapes

Selected and repeated one color for main character

Unified composition by using same limited palette in each panel

Cut smooth line

TEACHER COMMENTS

Boze Elementary: (Student name) did not put much effort into project. She was absent at the time of (the artist-mentor's) meeting. I did go over the expectations with her.

Lyon Elementary: No comments.

Lesson was not assessed by teachers.

Presenting Your Art

What process and skills contribute to effective presentation of art?

Selection, mounting, and combining of art with text can enhance its accessibility to and understanding by the viewer.

Math Standards: 1.2 concepts and procedures: from measurement

Writing Standards: 2.3 writes in a variety of forms; 2 prewrites, revises, publishes

Arts Standards: 1.2 skills and techniques: mounting; 2.1 creative process: reflects for self-evaluation, presents work to others; 4.2 demonstrates connections between arts and other content areas: math

Boze
Elementary
n=

Lyon
Elementary
n=

MATHEMATICAL: Learning Criteria

Showed equal margins with large border at bottom

LITERACY: Learning Criteria

Used a consistent text format

LITERACY/ARTISTIC: Learning Criteria

Wrote reflective text that describes learning

ARTISTIC: Learning Criteria

Demonstrated criteria posed in lesson

Selected mounting material that contrasted or unified

Mounted art

Mean
Median

Mean
Median

TEACHER COMMENTS

Boze Elementary: No comments.

Lyon Elementary: No comments.

Dance



Number Sentences

How is the missing variable found in a number sentence?

Using materials or body movement can model and identify equalities and inequalities, and find the missing variable in number sentences.

Math Standards: 1.1 concept: number sense: computation; 1.3 algebraic sense: open number sentences

Arts Standards: 1.2 skills: performs dance sequence

Boze
Elementary
 $n=14$

Lyon
Elementary
 $n=6$

100

83

MATH: Learning Criteria

Writes a number sentence to express an equation

100

100

Writes a number sentence with a missing number using a variable symbol

100

83

MATH/ARTISTIC: Learning Criteria

Writes a number sentence to describe a viewed dance sequence

100

67

Finds the missing numbers in a number sentence, recording strategy using words, numbers or pictures (in own group's sequence in viewed sequence)

100

100

ARTISTIC: Learning Criteria

Creates and performs a dance sequence to show equality in a number sentence

100

100

Shows pattern information using a dance sequence

Mean 6/6
Median 6/6

Mean 5.3/6
Median 6/6

TEACHER COMMENTS

Boze Elementary: No comments.

Lyon Elementary: No comments.

Numerical Patterns

How can you recognize, create, and extend number patterns?

Using body movement and dance strategies can represent number patterns.

Math Standards: 1.5 algebraic sense: number patterns

Arts Standards: concepts: line, level, pattern, self-space, general space, shape, energy; 1.2 skills: performs combinations of movements

Boze
Elementary
 $n=11$

Lyon
Elementary
 $n=8$

73

87

MATH: Learning Criteria

Repeats series of units to extend a pattern in writing (What number would come next in the pattern?)

100

100

ARTISTIC: Learning Criteria

Recognizes, creates and extends patterns with one movement per beat (dancing the diamond structure)

100

100

Identifies dancers' pattern of repeated units and records it in writing (observing and notating the diamond)

Mean 2.7/3
Median 3/3

Mean 2.9/3
Median 3/3

TEACHER COMMENTS

Boze Elementary: No comments.

Lyon Elementary: No comments.

Theater Lessons

Exaggerated Poetry

How does an actor use exaggeration to become more dynamically expressive?

A strong vocal and physical choice creates more dynamic communication.

Reading Standards: 1.4 elements of literature—fiction: literary devices: exaggeration

Arts Standards: 1.1.2 skills and techniques: physical choice

Boze
Elementary
n=14

Lyon
Elementary
n=9

71

100

100
86

100
100

LITERACY/ARTISTIC: Learning Criteria

Created simultaneous exaggerated expression using body and voice

ARTISTIC: Learning Criteria

Presented an action magnifying the action phrase meaning

Presented a vocal choice that clearly conveys and enlarges the meaning of the action phrase

TEACHER COMMENTS

Boze Elementary: No comments.

Lyon Elementary: No comments.

Mean 2.6/3
Median 3/3

Mean 3/3
Median 3/3

Character Maps

How can a character be created through the analysis of literature?
Identifying the physical, vocal and emotional attributes of a character can build a deeper comprehension of a story

Writing Standards: 1.1 concept: relevant details: character attributes

Arts Standards: 1.1 concept: character attributes

Boze Elementary n=11	Lyon Elementary n=8
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100

100

LITERACY: Learning Criteria

Recorded clues (key words from text: adverbs, adjectives), phrases

100

75

ARTISTIC: Learning Criteria

Used posture and movement choices to describe attributes of character

100

75

Used vocal quality, pitch and volume to describe attributes of character

91

75

Combined vocal quality, pitch and volume with posture and movement choices to describe attributes of character

TEACHER COMMENTS

Mean 3.9/4
Median 4/4

Mean 3.25/4
Median 4/4

Boze Elementary: No comments.

Lyon Elementary: No comments.

Story Volcano

How do the parts of a story work together to create a unified whole?
Parts of a story build cumulatively from the beginning through a sequence of actions to the climax and resolution.

Reading Standards: 1.1 concept: relevant details: character attributes; parts of a story, plot resolution, conflict

Arts Standards: 1.1 concept: character attributes; parts of a story, plot resolution, conflict; 1.1.2 principles of organization: sequence of actions; 1.2 skills: movement, feelings of characters; 2.2 artistic process: working to solve a dramatic problem: conceptualization

Boze Elementary <i>n</i> =12	Lyon Elementary <i>n</i> =5
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100	100
83	80
100	100

LITERACY: Learning Criteria

Records the introduction
Records the rising action, climax
Records the falling action, resolution

75	100
67	100
100	100
100	100

ARTISTIC: Learning Criteria

Sequences the introduction
Sequences the rising action, climax
Sequences the falling action, resolution
Performs the storyline through the performance

Mean 6.25/7	Mean 6.8/7
Median 6.5/7	Median 7/7

TEACHER COMMENTS

Boze Elementary: No comments.

Lyon Elementary: Students worked as partners for this assignment. We used the book, *Caps for Sale* as our text.

Developing and Writing Dialogue

How does dialogue propel the action forward in a story?

Recording key characters and writing their dramatic dialogue in complete sentences can tell a story.

Reading Standards: 1.4 elements of literature: story elements: problem-solution

Writing Standards: 1.1 writes clearly and effectively: concept and design: organizes text with clear beginning, middle and end; 1.2: style appropriate for audience: vocabulary from literature (script-writing); 1.3 writing conventions: complete sentences; 2.2 writes for a purpose: dialogue between two characters

Arts Standards: 1.1.2 composition: dialogue

Boze
Elementary
n=14

Lyon
Elementary
n=6

100
Mean 2.1

100
Mean 2.5

LITERACY: Learning Criteria

Named and introduced characters

Used complete sentences throughout (4 point rubric)

LITERACY/ARTISTIC: Learning Criteria

Extracted and recorded dialogue

Included beginning/middle/end through rising action, climax and resolution

86
43

83
83

ARTISTIC: Learning Criteria

Recorded major actions as stage directions

64

83

TEACHER COMMENTS

Mean 5.1/8
Median 5/8

Mean 6/8
Median 7/8

Boze Elementary: I felt that this lesson needed more time. We needed to develop the concepts at great length (especially) fluency of sentences.

Lyon Elementary: Students worked on the written script together as a class. Students were able to state the dialogue for each character orally. Students required a few prompts for stage directions. Students applied the *Story Volcano* when writing the script.