ASSESSMENT

There are **three kind of assessment** in this project , both for and of learning (formative or summative)

- **Peer assessment**, which helps learner to be aware of their progress in a formative way, but also at the end of the unit, as a summative assessment .
- Teacher recording evidence is the most common tool for teachers to record their observations, focusing on little groups of children each lesson, for instance. That's why this tool is both formative and summative.
- **Self assessment** in a creative process is easier when they have finished their work, so here it's only a tool to a final evaluation, as a summative assessment.
- Finally, there is a **peer «attitude» assessment**. This is a project to learn to respect our environment, to learn habits to improve it.. It's a project about respect. So, it's important children reflect about their own habits and behaviour (how they look after materials, respect others' work, respect rules...)
- A) Assessment for learning (formative)
- B) Assessment of learning (summative)

UNIT	SELF ASSESSMENT	PEER ASSESSMENT	TEACHER ASSESSMENT
		A)Friend feedback	
WATER AND ART	B)Questionnaire	B)Questionnaire	A,B)Recording evidence
		Friend attitude	
		feedback	
		A)Friend feedback	
ENVIRONMENT AND ART	B)Questionnaire	B)4x3 grid	A,B)Recording evidence
		Friend attitude	
		feedback	
		A)Friend feedback	
RECYCLED ART	B)Questionnaire	B)Jigsaw	A,B)Recording evidence
		Friend attitude feedback	

UNIT 1:WATER AND ART. SELF-ASSESSMENT

What do I know? What can I understand? What can I do?.....

1) How many words do I know about Water?	>10	5-10	<5
2) I can recognise an Impressionist painting.	Yes	I think so	No
3) I can recognise a Fauve painting.	Yes	I think so	No
4)I can recognise a Linear painting.	Yes	I think so	No

I can understand:	All of them	Most of them	A few of them
Teacher explanations		•••	
The landscape problems caused by floods, drougth, pollution	<u></u>		
The differences between styles of painting	<u></u>	<u></u>	
The task instructions		•••	

I can:	Very well	Quite well	Not very well
Look after the materials and tools	<u></u>	<u></u>	
Draw my landscape	<u></u>	<u></u>	
Paint my landscape	<u></u>		
Respect my classmates' work	<u></u>	··	

What I like about my work is	
I can improve	
What I like in this unit is	
What I would change in this	
unit is	
Suggestions:	

A NEW FACE FOR THE EARTH: ECOLOGY AND ART	
FRIEND FEEDBACK	
UNITACTIVITYACTIVITY	<u></u>
What do you think about's work?	
I understood what you did / explained / drew / painted	Yes / No
I think you drew / painted/ made	
I like	
I think you can improve	

UNIT1: WATER AND ART FRIEND ATTITUDE FEEDBACK

HOW DID YOU DO YOUR TASK?

Artist's name:	
Friend's name:	

a) Read these questions and tick the boxes:

	Very good	Good	Not very good
You followed the instructions .		<u></u>	
You finished your task on time.			
You respected others' work			
You looked after materials and tools			

b)	Things I like about your work
c)	Things you can improve

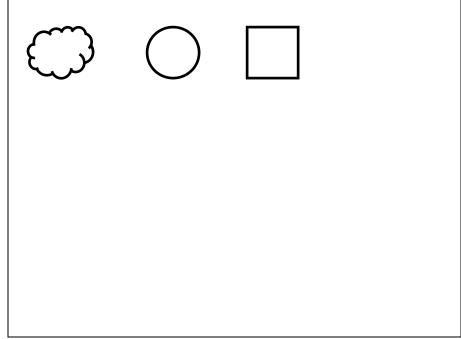
UNIT 1. WATER AND ART

PEER ASSESSMENT.

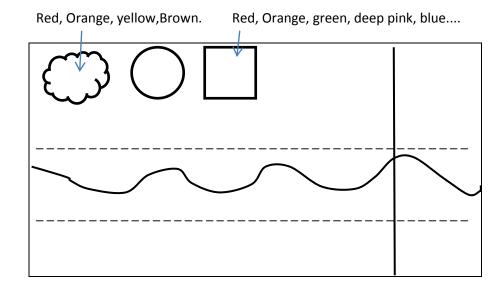
Answers A to check B's work:

Student A:

- 1) Draw two horizontal broken lines in the middle of the picture.
- 2) Draw one curved line between the broken lines.
- 3) Paint the irregular shape with a warm colour.
- 4) Paint the square with a bright colour.
- 5) On the right, draw a vertical thin straight line.



Score /5



Adapted from Kay Bentley

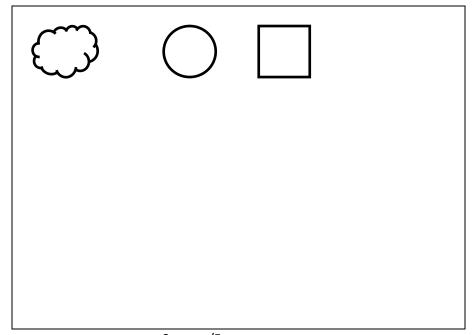
UNIT 1. WATER AND ART

PEER ASSESSMENT.

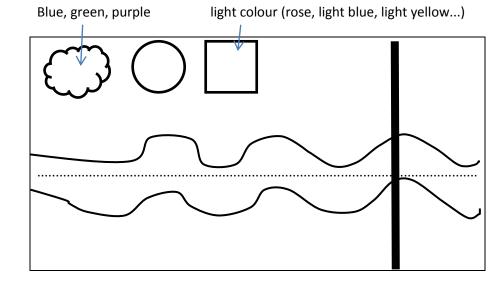
Student B:

Answers B to check A's work:

- 1) Draw two horizontal curved lines in the middle of the picture.
- 2) Draw one dotted line between the curved lines.
- 3) Paint the irregular shape with a cold colour.
- 4) Paint the square with a pale colour.
- 5) On the right, draw a vertical thick straight line.



Score /5



Adapted from Kay Bentley

TEACHER ASSESSMENT RECORD (FORMATIVE AND SUMMATIVE)

UNIT 1. WATER AND ART

Can the students?										
 Recall names and places where we can find water in nature? 										
 Recognise problems related to water: floods, drought, pollution, rubbish? 										
- Classify pictures according to their own criteria?										
 Explain what kind of changes can be made to improve o clean up a landscape? 										
 Name the main features of : Linear, Impressionist, Fauve style (lines, colours, shapes)? 										
 Apply a range of painting techniques (watercolours)? 										
- Recognise these styles of painting?										
 Compare styles of painting (according to colours, shapes and lines)? 										
 Create a picture using the main features of one of these styles of painting? 										
- Understand the instructions?										
 Use some of the language structures using the scaffolding? 										
- Describe their picture using the vocabulary learnt?										

¹⁾ Very well 2) Quite well 3)Needs to improve

UNIT 2: ENVIRONMENT AND ART. SELF-ASSESSMENT

What do I know? What can I understand? What can I do?.....

1) How many words do I know about the environment?	>10	5-10	<5
2) I can recognise Environmental Art .	Yes	I think so	No
3) I can recognise graffiti as a work of art and graffiti as vandalism.	Yes	I think so	No
4)I can recognise Visual Poetry.	Yes	I think so	No

I can understand:	Very well	Quite well	Not very well
Teacher explanations			(:)
What a nice or nasty environment is			(:)
The differences between Works of art and antisocial behaviour	<u></u>	•••	
The task instructions			(:)

I can:	Very well	Quite well	Not very well
Look after the camera and materials used			
Change a picture using Paint Shop Pro			(:)
Create a visual poem		•••	(;)
Draw and paint graffiti			
Respect my classmates' work		··	

What I like about my work is	
I can improve	
real improve	
What I like in this unit is	
What I would change in this	
unit is	
Suggestions:	

A NEW FACE FOR THE EARTH: ECOLOGY AND ART				
FRIEND FEEDBACK				
UNITLESSONACTIVITY		······		
What do you think about's work?				
I understood what you did / explained / drew / painted	Yes	/	No	
I think you drew / painted/ made				
l like				
I think you can improve				
	1			

UNIT 2 : ENVIRONMENT AND ART FRIEND ATTITUDE FEEDBACK

HOW DID YOU DO YOUR TASK?

Artist's name:	
Friend's name.	
Friend's name:	

b) Read these questions and tick the boxes:

	Very good	Good	Not very good
You followed the instructions .		<u></u>	
You finished your task on time.			
You respected others' work		•••	
You looked after materials and tools			

d)	Things I like about your work
e)	Things you can improve

UNIT 2: PEER TEACHING. Write the names below the pictures and check

with your partner. STUDENT A:.... UNIT 2: PEER TEACHING. Write the names below the pictures and check with your partner. STUDENT B:....

	SQUARE	
BIRD		GRAFFITI
	FreeFolo.cem	FLOWERS
RUBBISH	SCULPTURE	

STREET FOUNTAIN

RECYCLING BIN HOUSE BUTTERFLY DOG SHIT

Score: / 6 Adapted from Kay Bentley. Primary Curriculum Box. Cambridge University Press 2009

Score: /6 Adapted from Kay Bentley. Primary Curriculum Box. Cambridge University Press 2009

TEACHER ASSESSMENT RECORD (FORMATIVE AND SUMMATIVE)

UNIT 2: ENVIRONMENT AND ART

Can the students?												
- Identify pleasant or unpleasant elements in the												+
environment?Represent by drawing ways to improve our environment?												
 Identity problems related to antisocial behaviour? 												
 Suggest improvements to our environment? 												
 Take pictures of the local environment and download them? 												
 Create a poster with a civic message both using an Image Processor (Paint Shop Pro) and traditional techniques such as drawing and painting? 												
 Create a visual poem using the words learnt during the unit? 												
 Tell the difference between graffiti as a work of art or as vandalism? 												
 Create artistic graffiti or decorate a worksheet either using felt tip markers or Paint Shop Pro (Extension activity) 												
 Use the vocabulary learnt to create the visual poem and the poster? 												
 Use the language structures with the scaffolding to express their ideas? 												

1)Very well 2) Quite well 3)Needs to improve

UNIT 3: RECYCLED ART SELF-ASSESSMENT

What do I know? What can I understand? What can I do?.....

1) How many words do I know about waste materials?	>10	5-10	<5
2) I can recognise Recycled Art .	Yes	I think so	No
3) I can give some reasons for recycling waste.	Yes	I think so	No
4)I can help to reduce and recycle packaging.	Yes	I think so	No

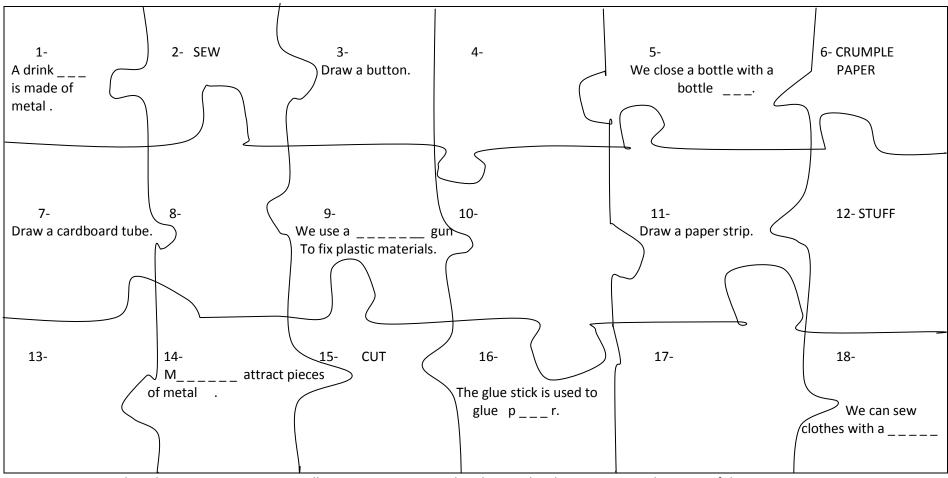
I can understand :	Very well	Quite well	Not very well
Teacher explanations	<u></u>	<u></u>	
The listening activities: sound story, descriptions	<u></u>		
The task instructions	<u></u>	<u></u>	

I can:	Very well	Quite well	Not very well
Identify an object without looking and name its properties: shape, feel	<u></u>		
Design a face			
Look after the materials and tools, using them carefully		··	
Create a 2D or 3D face			
Respect my classmates' work		•••	

What I like about my work is	
I can improve	
What I like in this unit is	
What I would change in this unit is	
Suggestions:	

A NEW FACE FOR THE EARTH: ECOLOGY AND ART				
FRIEND FEEDBACK				
UNITLESSONACTIVITY		·····		
What do you think about's work?				
I understood what you did / explained / drew / painted	Yes		No	
I think you drew / painted/ made				
l like				
I think you can improve				

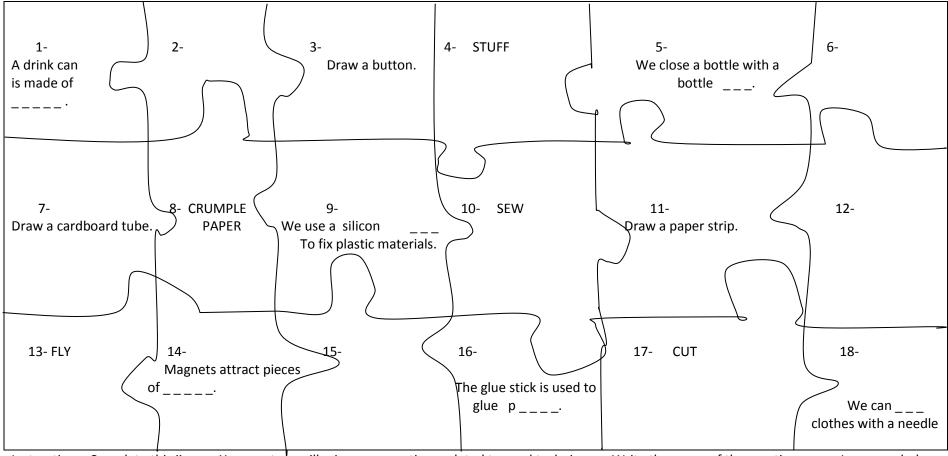
UNIT 3. PEER TEACHING. THE RECYCLED ART JIG-SAW. STUDENT A.



Instructions: Complete this jigsaw. Your partner will mime some actions related to used techniques. Write the name of these actions.

Language help: 1) How do you spell....? 2) Can you say that again? 3) Can you do the mime again, please?

UNIT 3. PEER TEACHING. THE RECYCLED ART JIG-SAW. STUDENT B.



Instructions: Complete this jigsaw. Your partner will mime some actions related to used techniques. Write the name of these actions.

Language help:

1) How do you spell....? 2) Can you say that again? 3) Can you do the mime again, please?

TEACHER ASSESSMENT RECORD (FORMATIVE AND SUMMATIVE)

UNIT 3. RECYCLED ART

Can th	e students?											
-	Name several waste materials that could be used as a resource to create works of art?											
-	Give some reasons for recycling waste as a way of looking after our local and global environment?											
-	Explain how the "throwaway culture" is something we need to change so we start look after the global environment?											
-	Recognise and name the main properties of the waste materials?											
-	Apply a range of art techniques to many types of materials?											
-	Create a 2D or 3D mask using waste materials and different techniques?											
-	Generate their own ideas drawing a sketch and making changes during the process to improve it?											
-	Make questions and answers, using the scaffolding to develop the activities?											
-	Write a storyboard following the sequences coherently?											
-	Understand the content of listening activities (sound story, dictation, description)?											
-	Explain their creative process coherently?											

1)Very well 2)Quite well 3)Needs to improve.

In every unit there are some activities that could be used as assessment, as well. See Teaching notes section.

