

Winter Institute 2017

Theme: Creative Assessments

Sprout Food Hub

Springfield OR

8:30 am - 4:30 pm

A Little Bit about Our Approach at ArtCore

ArtCore Principle

The learning process is about all of us. At ArtCore we are ALL the Learners: teachers, administrators, weavers, students, families, researchers, etc.

ArtCore Mindset

- Willingness to suspend disbelief
- Prepared to use all senses
- Permission to take risks
- See mistakes as opportunities
- Be prepared for rough drafts AND refinement
- Challenge oneself and others
- Support one another
- Look for possibilities

Key Idea

To understand how formative assessments can cultivate a “learner’s agency” (to become an agent of one’s own learning) and foster a creative learning community.

An effective team requires commitments from each member. These commitments can be a common compass to help the team grow and thrive in the face of challenges and uncertainty. Use these commitments to guide feedback to team members and help team members hold healthy mindsets during the learning process. Please identify and share 1-2 commitments individually and decide on your team's top 4. You can refer back to the ArtCore Mindsets or identify your own.

Commitment 1:

Commitment 2:

Commitment 3:

Commitment 4:

Objectives

1. What: Over the course of the day, you will build a 3-minute learner's journey performance with in a small group. Don't fret! We will slowly build up to the performance in phases throughout the day. Each phase will ask you to produce an object or perform through writing speaking or expressive movement in preparation for your performance

Creative Processes include:

- Making a headdress
- Writing a story & composing a found poem
- Developing tableaux and movement performance based on the learner's journey

2. How: We will be walking you through a learner-centered design cycle and demonstrating assessment along the way.

You will:

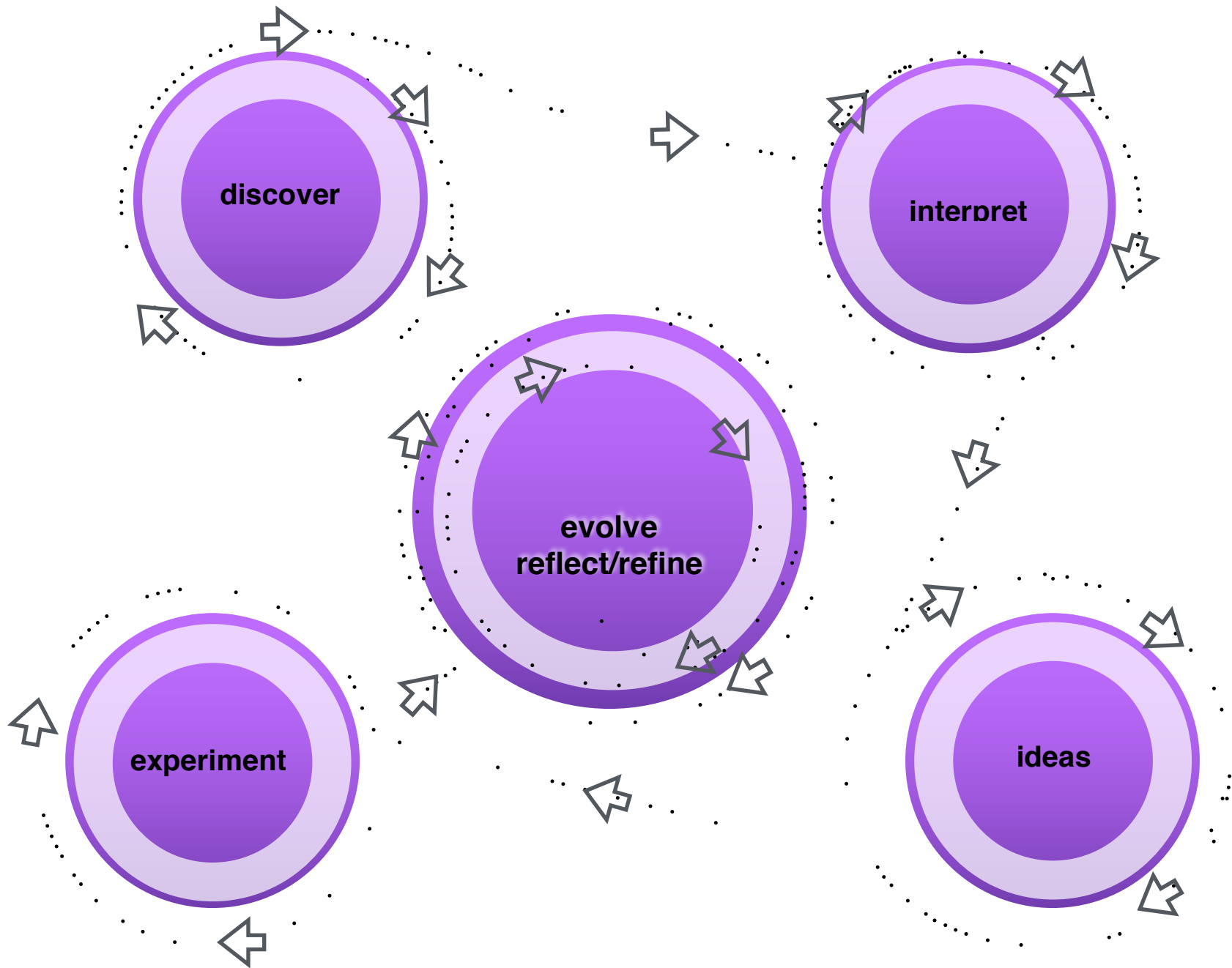
- Understand the Learner-centered design framework
- Analyze and understand yourself as a learner
- When to use self-assessment, peer to peer assessment, small and large group assessment
- Creative ways to manage dialog and active listening, road blocks and finding possible solutions

3. Why: To understand how formative assessments work with arts integrated teaching and learning. To create more feedback that allows students to actively improve their learning and document student growth.

Schedule

8:30 am - 8:45 am	Welcome, Housekeeping & Brief Introductions
8:45 am - 9:30 am	Warm-up Activity
9:30 am - 10:40 am	Phase 1: Discover Phase
10:40 am - 12:00 pm	Phase 2: Interpret Phase
12:00 pm - 1:00 pm	LUNCH Lunch is on your own. Bring a lunch or check out the nearby restaurants.
1:00 pm - 2:00 pm	Phase 3: Ideas
2:00 pm - 2:10 pm	BREAK
2:10 pm - 3:20 pm	Phase 4: Experiment
3:20 pm - 4:20 pm	Phase 5: Evolve
4:20 pm - 4:30 pm	Closing Comments and Raffle

Creative Learning Environment (Macro Level)

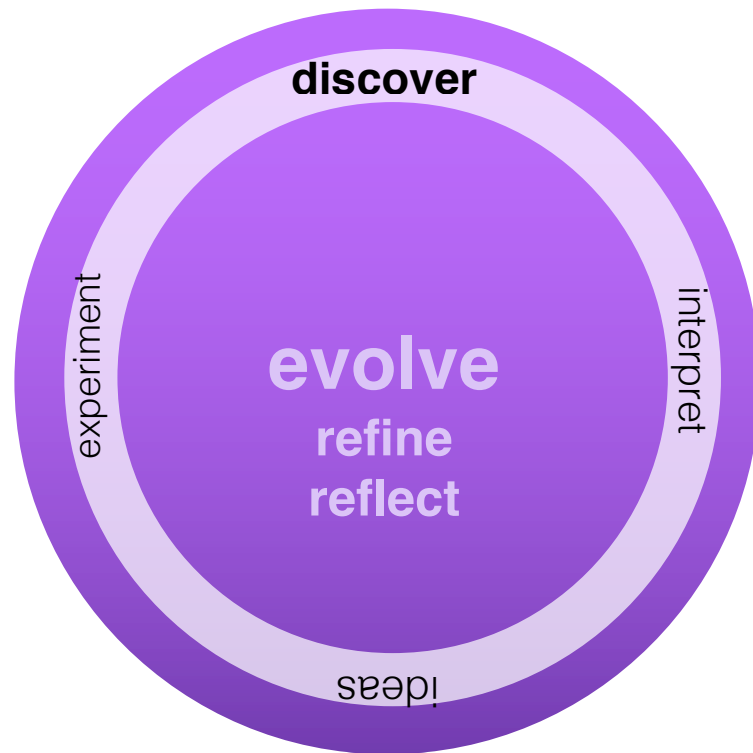


Phase 1: Discover

Sculptural Headdress

Who am I, as a learner?

How do emotions, social interactions & metacognition affect my ability to learn the skills I need to feel successful?



Feedback for Learning

Building Criteria & Vocabulary

Self-Assessment

Write a reflective Artist Statement explaining process, content, and final product in response to targeted prompts.

Small Group Exhibition

Display headdress and artist statement for group gallery walk. Ask clarifying questions to understand how each group member identified as a learner.

Peer-to-Peer Feedback

Sticky-note observations during exhibit. 'I notice...', 'I appreciate...', 'I wonder...'

Large Group Debrief

Who am I as a learner? What are my strongest attributes as a learner? What am I challenged by as a learner? How did I represent these ideas in my headdress?

Artist's Statement

Sculptural Headdress

Craft an artist's statement that explains the specific ways in which your headdress is a response to the guiding questions:

- *Who am I, as a learner?*
- *How does my way of learning impact my ability to feel successful?*
- *How do emotions, social interactions & metacognition affect my ability to learn skills that I need to feel successful?*

Your artist statement will include attention to Process, Content, and the final Product.

Process

- *Explain the key steps in your creative process, beginning with what inspired you when you began. Explain how your use of materials & techniques reflects your thoughts and feelings about yourself as a learner. **Include challenges and surprises** (technical and/or cognitive) that you experienced and how that affected the final outcome.*

Content

- *In what ways is your final art piece a statement about yourself as a learner? In what ways does it express your opinions, feelings, or understanding the social, emotional and metacognitive aspects of learning? Explain the **meaning** of your work.*

Product

- *To what extent does your intention and meaning come across in the final product? What would you change/add, to make your meaning more clear?*

Artist's Name

Holistic Rubric for Artist's Statement

Exceptional	<p>Artist explains creative process in great detail, including very specific references to choices made, materials used, and how challenges/surprises affected the final outcome.</p> <p>Artist thoroughly explains meaning behind the central features of the work, in a way that clearly shows intention and the work's significance within the context of class content.</p> <p>Artist's reflection upon final product demonstrates growth through self-critique of both successes and opportunities for improvement.</p>
Proficient	<p>Artist explains creative process in detail, including specific references to choices made, materials used, and how challenges/surprises affected the final outcome.</p> <p>Artist explains meaning behind the central features of the work, in a way that shows intention and the work's significance within the context of class content.</p> <p>Artist's reflection upon final product demonstrates growth through self-critique of both successes and opportunities for improvement.</p>
Emerging	<p>Artist explains creative process, including references to choices made, materials used, and how challenges/surprises affected the final outcome. Artist can explain process more completely and with more detail.</p> <p>Artist explains some aspect of the meaning behind the work and demonstrates a connection to class content.</p> <p>Artist's reflection upon final product shows growth through self-critique of both successes and opportunities for improvement.</p>
Beginning	<p>Artist provides some explanation of the creative process. Direct references to choices made, materials used, or how challenges/surprises affected the final outcome would improve the statement.</p> <p>Artist's can improve clarity and depth of the connections between work and class content.</p> <p>Artist's reflection upon final product shows some effort to consider successes and opportunities for improvement.</p>
Not present	<p>Artist statement is minimal or nonexistent, and needs more information to allow for feedback.</p>

The Artist's Statement as a written assessment tool

The written artist's statement is a reflection that serves as a conversation between the artist and the viewer. The artist articulates his or her process as a creative response to a stimulus. To be used as an assessment, the teacher can create prompts that address process, course content, and final product.

(Additional reading from Edutopia: "Arts Integration or Arts & Crafts?" 2015
<https://www.edutopia.org/blog/arts-integration-or-arts-and-crafts-susan-barber>)

Process Prompts create opportunities for students to explain the choices they made as they were creating, and how those choices relate to the content/stimulus. Process-related prompts encourage examination of "beautiful mistakes," reflection on the feelings/emotions expressed in the work, changes in thinking, and experimentation with materials & techniques.

- *Explain the key steps in your creative process, beginning with what inspired you when you began.*
- *Explain how your use of materials & techniques reflects how you were feeling and what you were thinking, while you were creating.*
- *Include challenges and surprises that you experienced and how that affected the final outcome.*

Content Prompts create opportunities for artists to explain connections between their creative choices and the course-content stimuli they were provided with.

- *In what ways are the marks you made a response to what you were hearing/seeing/thinking/feeling?*
- *In what ways is your final art piece a statement about _____? In what ways does it express your opinions, feelings, or understanding about a particular issue or topic? Explain the meaning of your work.*

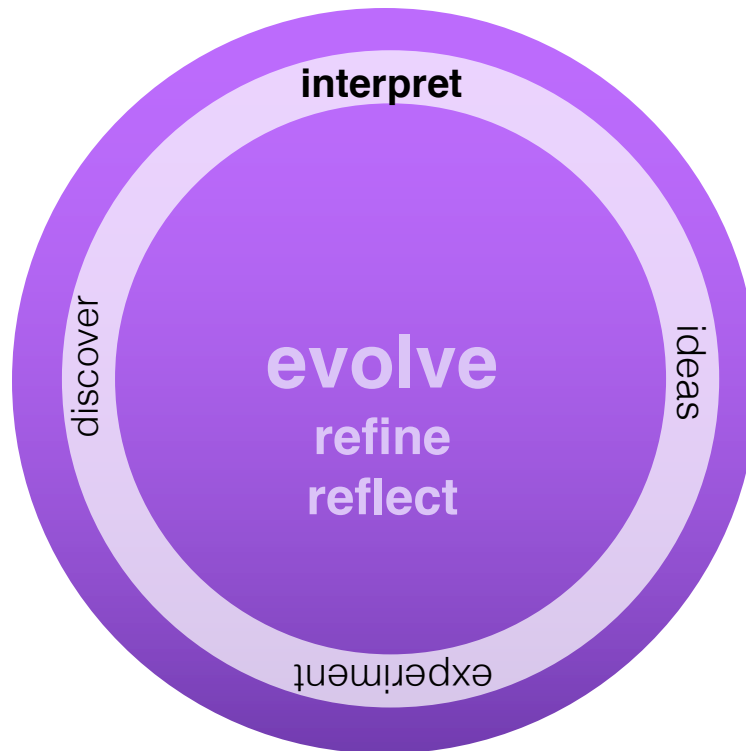
Product Prompts encourage students to explain key aspects of the final art piece, highlighting & celebrating the parts that they appreciate about their own work and reflecting on what they might do differently next time.

- *Which parts of your art piece do you feel particularly satisfied with? Describe in detail.*
- *What would you add, change, or do differently if you were to revisit this piece?*
- *What wisdom did you gain from the process of creating this work?*
- *To what extent does your intention and meaning come across in the final product? What would you change/add, to make your meaning more clear?*

Phase 2: Interpret

Creative Writing and Found Poem

How do we deal with setbacks on our own and find solutions together?



Feedback for Learning

Peer to Peer Assessment

Adjacent Possibility Worksheet

Small Group Performance

Group Performance of your Partner's Found Poem

Small Group Critique

Group Critique- Find Common Themes/Patterns in Poems.

Learner's Journey Story (30 min)

Please take your time in reflecting and writing a personal story that captures a specific goal you have had in your journey as a learner. What goal or desire, creative talent, skill, or habit have you tried to grow or incorporate in your life but found roadblocks and resistance? This can be about a creative endeavor but does not necessarily have to be.

Write your story in your Accordion Journal. Use the space below for notes.

Please include:

Describe this desire in detail and what you've wanted out of it? Why is it important to you?

-
-

What feelings were associated with this desire?

-
-

What feelings were associated with the roadblocks or resistance?

-
-

What were the internal and external barriers you faced?

-
-

What have you already tried to do in order to accomplish this goal or grow this skill?

-
-

Because your Story will be interpreted into a Found Poem, please include as many sensory details and specifics as possible. Make this a story! Use juicy words. Don't shy away from emotions!

note* This Story should NOT be refined. It should be a free-flow expression and reflection on your path towards growth.

What is a Found Poem?

A Found Poem is made up of words or phrases of something you read. It uses someone else's words but in a new way. Found Poems take existing texts but refashion them, reorder them, and present them as poems. The literary equivalent of collage, found poetry is often made from newspaper articles, street signs, graffiti, speeches, letters, or even other poems.

Today we ask you to read carefully and thoughtfully the story of your partner. What are their desires? What are the roadblocks and resistance they have faced in this quest? What words really describe their emotions in relation to this part of their journey as a learner? What solutions have they tried already? Please include these in your poem... And Have fun with this!

Discussion:

Discuss commonalities: What similarities can you find about your desires? How is the resistance similar? What allows somebody to break through in the face of these challenges?

Find 4 words throughout your poems that could inspire creative gesture and movement
Specifically, try to find words that could generate movement based on these themes:

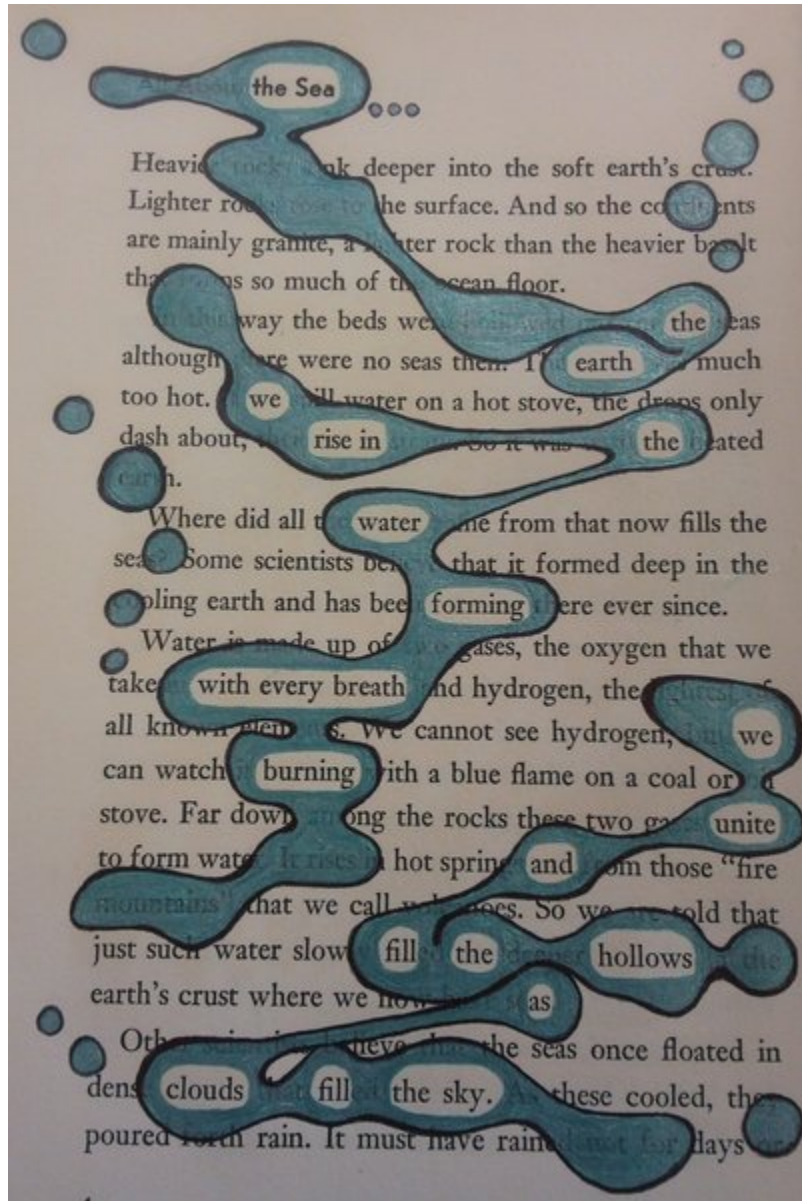
1.Identity:_____

2.Desire:_____

3.Resistance:_____

4.Breakthrough:_____

Found Poem Example



Criteria for Adjacent Possibility

Doing something adjacent to get out of a rut or a roadblock in the learning process is a valuable part of learner-centered work and the creative process. Use the following in the questions to brainstorm a minimum of 4 adjacent possibilities. Write them in the clouds on the next page.

1. Is your suggestion doable right now?
2. Does it pursue the original idea with slight variations?
3. Is it free, or very inexpensive to start to do?
4. Are you able to supply a resource:
 - a person who could supply valuable information-
 - a place where one can learn more-
 - a thing that would help on the next stage of the learner's journey-

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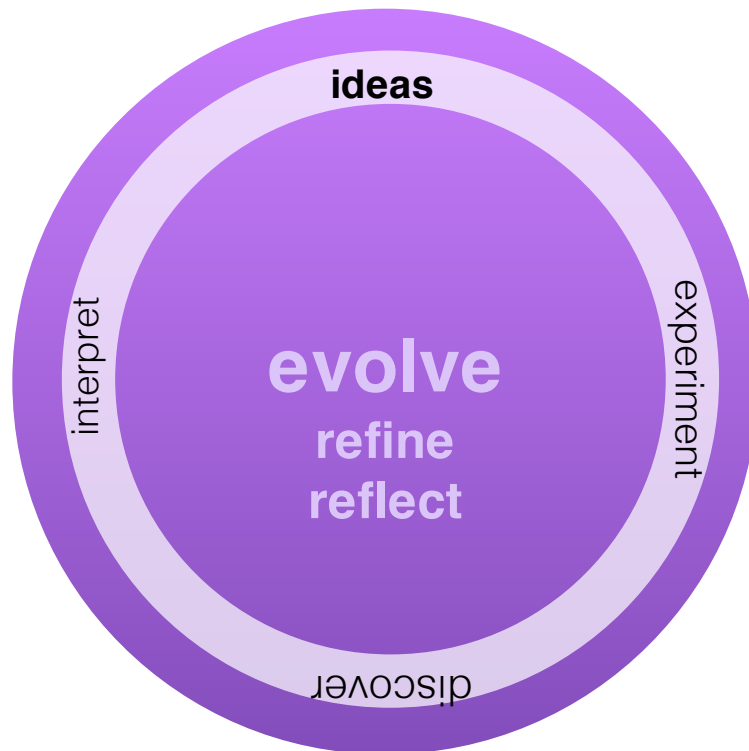
Peer to Peer or Small Group
Adjacent Possibility Exercise in
divergent thinking
(otherwise known as the realm of possibility)

My Action Plan

Phase 3: Ideas

Movement and Tableaux

How do we generate ideas together?



Feedback for Learning

Building Criteria & Vocabulary

Specific to dance movements and composition of tableau

Group Assessment

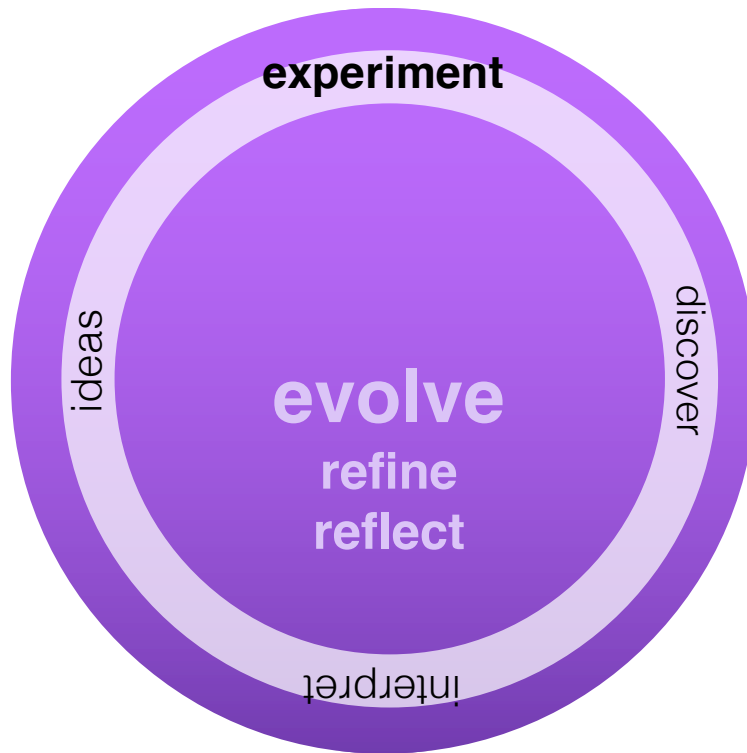
In your small groups, refer back to commitments and identify strengths and opportunities for growth based on your teamwork until now. Document these reflections on commitments page.

Make action plan as team for next phase.

Phase 4: Experiment

Tableaux Design-Rehearsal-Performance

How do we experiment, generate rough drafts, and refine our work?

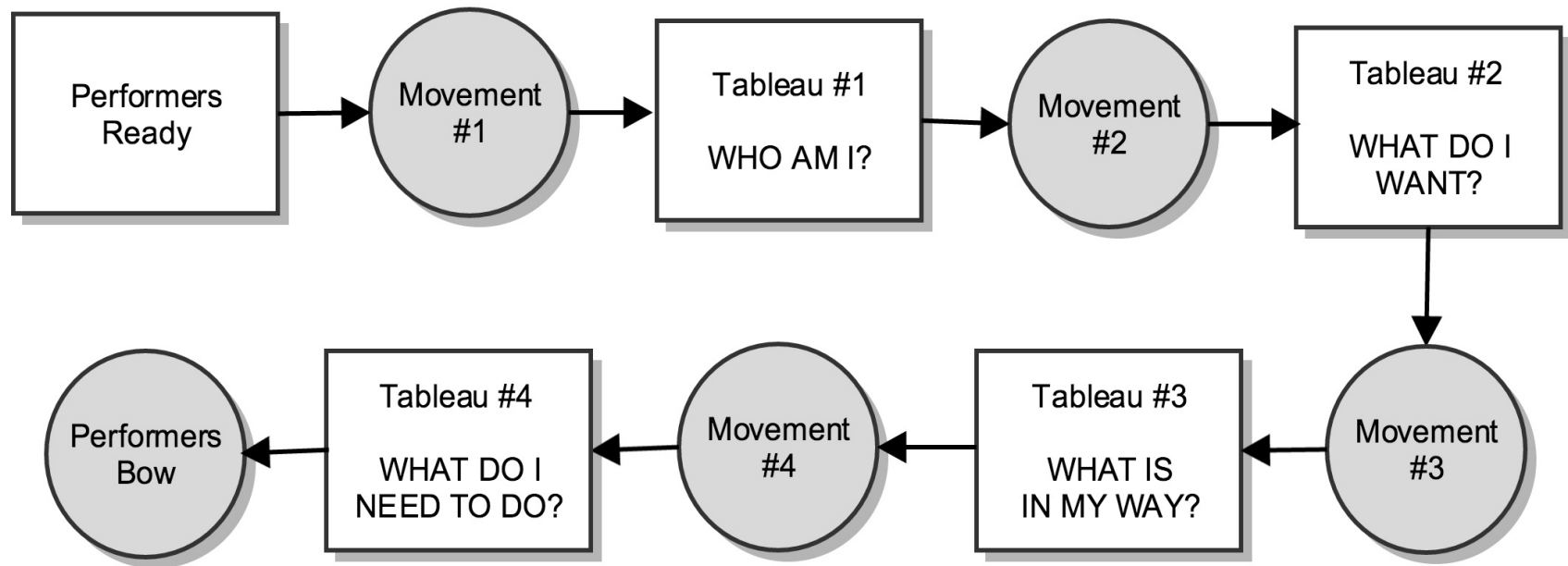


Feedback for Learning

Small Group to Small Group Assessment

Scene Study: Use criteria for dance and tableaux created in ideas phase.

Provide feedback to another group's rehearsal performance using the Feedback to Performers sheet.



Your performance must include 4 distinct movements and 4 tableaux.

Refer back to your chosen “movement” words.

Use those words to inspire a movement between each tableaux.

Dance and Theater Checklists

Tableaux Criteria	Present	Not - Present
Multiple Levels		
Frozen Facial Expressions		
Frozen Gestures/Implied Motion		
Distinct Focal Points		
Dynamic Composition		
Audience Orientation		
Varied Proximity		
Dance Criteria	Present	Not - Present
Synced Movement		
Multiple Levels		
Expansion/Contraction		
Multiple Textures		
Risk/Originality		
Various speeds		
Use of Space		

Feedback for Performers

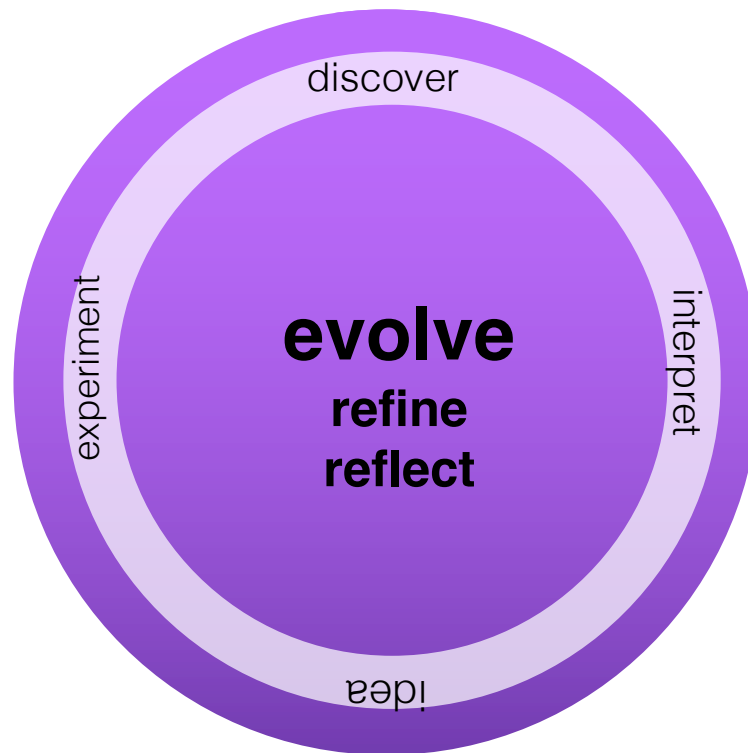
1. What do you think this piece is about?
2. What words can explain how this made you feel? (Ex: expansive, fierce, determined, confused...)
3. What did you enjoy about this work? Why?
4. What is one adjacent possibility for this group?

Phase 5: Evolve

Final Performances and Debrief

How do you know when you've grown?

How do you apply what you have learned?



Feedback for Learning

Summative Assessment

Group Critique & Reflection

Self-Reflection

What was one roadblock you experienced today, and how did you get through it?

What emotions did you experience today? Include the full spectrum.

How will today's experiences affect your classroom?

Overall how would you rate this day as a learning experience for you? (0-10)

What is one improvement you suggest for this institute, that could help us plan for our summer institute?

Small Group Debrief

Discuss above responses in school teams

Large Group Debrief

Share your post-its on the Thinking Wall

