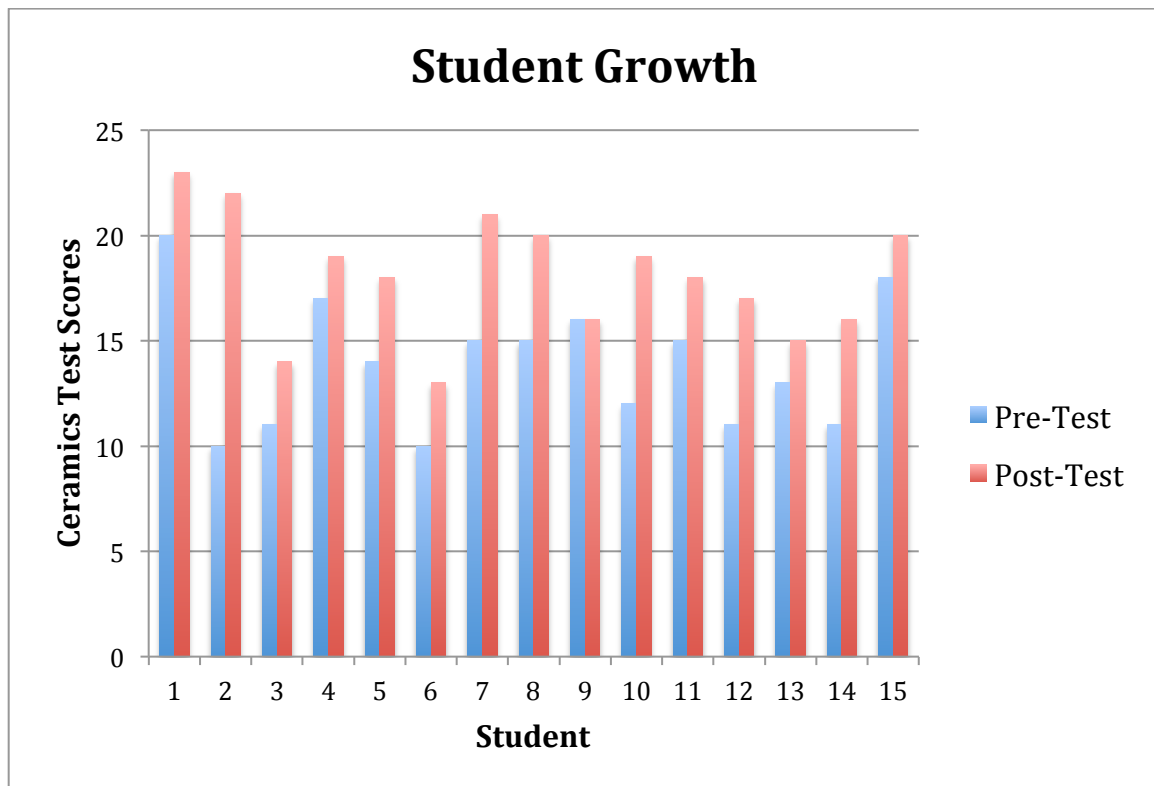


Candidate Impact on Student Learning

Overview:

The unit I chose to focus on was a ceramics unit in my eighth grade class, Elective Art. There are nineteen students in this class, twelve girls and seven boys. There were four students that did not participate because they were absent. The pretest and posttest focused on vocabulary terms. Some of the terms were review from the previous year in Exploratory Art, but some of the students did not take that class. Some of the terms were brand new to all of the students, like sculpture-in-the round and relief sculpture. These two terms were part of the required curriculum for eighth grade in this district. It is also important to note that most of the students in this class are lower level. This is the case because many of the higher achieving students take foreign language instead of art in eighth grade to prepare for high school and college.

Data:



Low and High Scores

Pretest: 10 and 20

Posttest: 13 and 23

Average Scores

Pretest: 13.86

Posttest: 18.06

Reflection:

Overall, every student did better on the posttest, except one student scored the same. My most successful instruction was related to sculpture-in-the-round and relief sculpture. There was one question on the test that asked the students to explain the difference between the two types of sculpture. On the pretest every student got that question wrong or left it blank. On the posttest every student but two answered it correctly. These two terms were very well integrated into the unit. The key artworks I introduced were examples of each type of sculpture. The students worked in groups to answer questions about each key artist and artwork, and one of the questions was if the artist made relief sculpture or sculpture-in-the-round. I also required the students to create three different sketches. All the sketches were about the same story (fanfiction), but the students had to make a sketch for a relief sculpture, sculpture-in-the-round, and a functional ceramic piece. The students also worked in groups to answer questions in a ceramics vocabulary packet. Finally, there was a bell ringer one day that was a reminder of the difference between the types of sculpture. All of the repetition and examples of both types of sculpture really helped the students understand.

There were two questions that several students did not improve on. One question was multiple choice, and it asked which of the following is not a hand-built method of pottery. The choices were wheel thrown, coiled pottery, slab built, slump mold, and pinch pot. It assessed if students could identify wheel thrown pottery to not be a hand-built method. I went over this with the students a couple different times, but it was not as integrated into the unit as the terms relief sculpture and sculpture-in-the-

round. I think the students will benefit from more repetition of this fact. I plan to make that question a bell ringer during our last week in this unit. The other question was a short answer question, and it asked what are three ways to create details or textures to a clay project. The correct answer must say three of the following: additive, subtractive, carving, incised line, applique, or imprinted texture. Several students listed tools that could be used to create details, but did not use the terms I was looking for. There were a couple students who answered the question correctly. These students clearly reviewed the vocabulary packets before taking the posttest. So even though the students had the packet as a resource to study, most of them did not take advantage of that. I learned that this particular group of learners is not very self-motivated. In the future, I would review the materials in class together before a final test. I also plan to go over these terms for a bell ringer during our last week in this unit.

Another interesting note is that every student correctly matched names to images of ceramics tools. There were no mistakes on that part of the posttest. The ceramics vocabulary packet required the students to draw the tool for each name. For example, they had to draw a ribbon tool. Plus the students used those tools daily before taking the posttest. They learned the most from being creative and hands-on. I will keep that in mind when planning future units. If there is something very important in a unit that I want to emphasize, I will make it integral to the project and allow for hands-on activities.