Learning Opportunity 4: Four Square Pop-Art Portraits Exhibition and Evaluation

Intended Participants
Grade 4

Materials/Resources
• Students Four Square Pop-Art Portraits
• Bluetack
• A4 pieces of paper
• Pencils

VELS STANDARDS: Level 4, Exploring and Responding

• Critically analyse and respond to the work of fellow peers in the classroom through the use of Visual Thinking Strategies (VTS) and collaboratively communicate ideas through
• Create Rubrics to assess the developments and presentation of other artworks through peer assessment strategies
• Explore reasons for other interpretations not being the same as theirs and learn to respect the right of others to express opinion as a means of involving the idea of a community of practise.

Activity
1. Students will display their product in the classroom for the exhibition
2. Individually, students will self-evaluate how successful they were in their overall presentation of their Pop-Art Portrait by writing a reflection in their art books under the initial reflection they wrote after Learning Opportunity 1, using visual arts language about their success, challenges and feelings.
3. In small groups, students collaboratively develop a rubric to assess one another’s Four Square Pop-Art Portraits that are displayed around the classroom.
4. Students circulate the classroom choosing 4 of their peers paintings to assess and are then to give verbal feedback to them based on their responses.

ASSESSMENT

• RUBRICS: Students work together to design a criteria of specific expectations for the assessment task (Four Square Pop-Art Portraits) in order to mark each other’s success to accurately complete the activity
• Collect student’s individual reflections in their art books to assess their development of ideas and observations throughout the four learning opportunities.
• Collect student’s rubrics to assess their understanding in designing their own means of creating visual arts criteria that reflects the guidelines and key features of this pop-art unit.