

Professional Learning Community (PLC)

Consider the questions below for your PLC discussions. For additional study, use the Extension Learning Activities.

PLC Topic Questions

1. What is the relevance of this topic to the content area I teach and the learners I support?
2. How may I utilize the information shared about this topic to support learning in arts education?
3. What questions do I still have about this topic?
4. What additional support do I need to fully understand the applications of this topic to arts education?

TOPIC	EXCERPT - Review online or copy for use.	EXTENSION LEARNING ACTIVITIES
<p data-bbox="219 787 479 850">ASSESSMENT IN THE ARTS</p> 	<p data-bbox="511 787 742 1081">Volume 2, Issue #7 - Read the issue excerpts provided. Discuss Assessment FOR and Assessment OF. What do these "looks like" in the arts classroom.</p>	<ul data-bbox="760 787 1414 1722" style="list-style-type: none"> • Wisconsin Balanced Assessment describes a framework. Discuss what tools you might gather to give you the best possible 'picture' of student learning in the arts classroom. • Watch the video - Rick Wormeli: Formative and Summative Assessment. Discuss examples of formative and summative assessment that occur within your classroom. What additional uses might be used to support student learning in the arts? • DPI Summative Assessment Video (4 minutes) • Choose 2-3 Assessment Activities showcased within the Issue #7 excerpt. Discuss how these would be used to enhance student learning in your classroom. • Choose 2-3 of the Assessment Tools shared within the Issue #7 excerpt to review. Share how these tools might be used to collect evidence of student learning in the arts. • Try of few of these Formative Assessment ideas in your class. Discuss how these worked and other ideas which might also strengthen learning in class. • Read the NAfME Assessment in Music Education (Position Statement). Discuss the article and the applications to your planning and integration of assessment into instruction. • What are common formative assessments? Read this document and discuss with your colleagues to identify what common formative assessments might look like within your content areas. <p data-bbox="760 1764 1396 1890">Here are a few examples of common formative assessments for your review. Visit one or all of these sites and identify how these assessments support growth in the arts. Would these examples,</p>

		<p>as is, or modified, support learning in your classroom?</p> <ul style="list-style-type: none"> • 25 Quick Formative Assessments - Scholastic • Assessment in Music Performing Groups: Some Practical Suggestions • Connecticut - Arts Common Arts Assessments • Connecticut - Music Common Arts Assessments • West Virginia - Examples of Formative Assessments • Why have assessments? - Incredible @rt Department article with definitions of types of assessments. <p>Check these samples of arts assessments. These have potential for engaging students in a variety of skills and knowledge and offer some embedded assessment within the activities.</p> <ul style="list-style-type: none"> • Art Blooms - Students are offered a choice of three pieces of art and encouraged to share their knowledge through guided questions (Blooms). • Bearden Storyboard and Discussion • Music Blooms - Students are offered a choice of three music videos and encouraged to share their knowledge through guided questions (Blooms). • Hip to be Square - This requests students to demonstrate their skills and knowledge of specific artistic vocabulary through drawing. (The model is a Mondrian painting.) • Twinkle Sequence and performance - Students place the pieces of the song in the correct order and perform the song. (The teacher will need to cut the measures and spread on the table for the students to organize.)
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If you have any questions or wish to share ideas about arts and creativity education, please contact the Fine Arts and Creativity Education Consultant, [Julie Palkowski](#), (608) 261-7494.