Inquiry and Reflection throughout Design Process Leads to Student Ownership and High Quality Work.

Leslie Flowers
How can I motivate students to:
• investigate and create beyond their initial idea?
• push through the challenges as they present themselves?
• Inquire throughout the creative process?
• recognize strengths in their work and that which they need to refine/revise?
Imagine
Create
Critique
Revise
Refine
Reflect
Pop Art

Learning Target:
I can collaboratively select, design and construct a proportionally accurate sculptural form from a variety of materials that reflects pop culture.

• What is popular culture?
• What choices will I have?
• Who will I chose to work with me on my sculpture - what ideas and strengths will they add to the work?
• How is it similar/different from that of my peers?
• What resources will be needed to support our idea?
• What challenges do we anticipate?
• How will we resolve these challenges as they arise?
Brainstorming and Inquiry Throughout the Creating Process
Creating/Innovating

Designs are carefully measured and adapted to a variety of materials, exploring several possibilities for the sculpture’s construction and surface, use of color, and ways that additional materials can enhance idea. Materials are purposefully applied and refined throughout the creating process.
Critiquing Work
Critical Thinking/Communication

Continually and collaboratively analyzing work to identify strengths and areas in need of improvement.

- What is working?
- What needs revision ... why?
- Am I deviating from original idea?
- Discussion of options/re-evaluation of plans
- Next steps...
Peer to Peer Feedback
Revision of Artwork

Critical Thinking/Resourcefulness
Individual Responsibility
self-direction/resilience

Are you:

• staying focused and actively involved with all aspects of the design problem?
• using time effectively?
• giving and receiving feedback upon the strengths and weaknesses of your design and acting upon it to improve work?
• seeking ways to enhance your design through placement, additional or manipulation of materials?
• maintaining work space, tools and materials?
Reflection upon Design Process and Resulting Sculpture

• How does your design reflect popular culture?
• Discuss:
  – design choices
  – structural challenges and how they were addressed
  – use of color/additional materials
  – presentation of work
• Which elements are most successful and which would you do differently? Support your responses with details from your work, using appropriate art vocabulary.
TA DAAAAA!!
All students, all abilities.
### Assessment of Learning

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/31/2016</td>
<td>planning</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>for sel...</td>
<td>88%</td>
</tr>
<tr>
<td>09/09/2016</td>
<td>application</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>of g...</td>
<td>85%</td>
</tr>
<tr>
<td>09/29/2016</td>
<td>application</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>of c...</td>
<td>85%</td>
</tr>
<tr>
<td>09/30/2016</td>
<td>Reflection</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>87%</td>
</tr>
<tr>
<td>10/03/2016</td>
<td>planning</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>sculpt...</td>
<td>85%</td>
</tr>
<tr>
<td>10/04/2016</td>
<td>sculpture</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Cons...</td>
<td>85%</td>
</tr>
<tr>
<td>10/20/2016</td>
<td>application</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>of c...</td>
<td>85%</td>
</tr>
<tr>
<td>10/26/2016</td>
<td>Photoshop</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>design</td>
<td>85%</td>
</tr>
<tr>
<td>10/27/2016</td>
<td>Photoshop</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>appl...</td>
<td>85%</td>
</tr>
<tr>
<td>11/30/2016</td>
<td>Final</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>reflection</td>
<td>85%</td>
</tr>
<tr>
<td>12/01/2016</td>
<td>classroom</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>crit...</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Assignments**
- 12/15/2016: 88%
- 12/23/2016: 88%
- 01/14/2017: 88%

**Final Grades**
- 01/15/2017: 80%

**Student V**
- Planning sculpt... 80%
- Reflection 1 80%

- Planning for sel... 85%
- Assignment of g... 85%
- Application of c... 85%
<table>
<thead>
<tr>
<th>Exceeds</th>
<th>Meets</th>
<th>Near</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovation/critical thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students brainstorm and develop multiple possibilities for a sculpture based upon popular culture, giving consideration to everyone’s ideas. Students create detailed sketch of sculpture design and placement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creating</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students carefully measure and adapt those measurements to a variety of materials, exploring several possibilities for the sculpture’s construction and surface.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revising/Refining</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color and use of additional materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throughout the creative process, students consider various possibilities for color and additional materials and how they will enhance sculpture. They are purposefully applied and refined throughout the sculpture.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The materials are purposefully applied and generally refined throughout the sculpture.

And materials will enhance their sculpture. Sculpture needs some refinement.

Sculpture lacks refinement.
**Revising/Refining**
Color and use of additional materials

Throughout the creative process, students consider various possibilities for color and additional materials and how they will enhance sculpture. They are purposefully applied and refined throughout the sculpture.

**Reflection**

Students thoroughly and deeply reflect upon their work throughout the creative process, considering strengths and weaknesses of their design. They offer in-depth insight during classroom critique using content specific vocabulary.
Still Life
7th grade
Landscape
7th Grade
Self-Portraits
8th Grade
Still Life
8th Grade
Figurative Sculpture
Societal/Global Awareness
I expanded upon learning experiences that:

• provided numerous opportunities for students to take risks in order to develop an original idea.
• linked learning targets directly to each component of rubric with embedded attributes of VoG.
• allowed me to personalized instruction, provide ongoing feedback and supports.
• built upon inquiry through classroom communications, using critiques and reflections to supported each stage of the design/creating process and inform my teaching.
Questions/Comments?

Leslie Flowers
Irving A. Robbins Middle School, Farmington
CT
flowersl@fpsct.org