

USE THIS SHEET TO: Assess student knowledge of the art form.

# PRIOR KNOWLEDGE ASSESSMENT - INTERMEDIATE & SENIOR

## What is Prior Knowledge?

The knowledge and skills students already have before the project begins. Determining prior knowledge will provide you with the students’ readiness for the various components of the project and support your planning and the students’ overall success. Assessing prior knowledge falls within the assessment policy of the Ministry of Education as defined in *GROWING SUCCESS, ASSESSMENT, EVALUATION, AND REPORTING IN ONTARIO SCHOOLS*, 2010, pg. 31.

## Assessing Prior Knowledge through a performance-based task:

The advantage of a performance task is that it engages students’ actively and can assess both specific arts discipline skills as well as learning skills such as listening or ability to work in a group.

ARTS SKILLS = the ***what***students will learn = CONTENT

LEARNING SKILLS = the ***how***students will learn = PROCESS

See *GROWING SUCCESS, ASSESSMENT, EVALUATION, AND REPORTING IN ONTARIO SCHOOLS*, pg. 11 for a list of Learning Skills and Work Habits along with sample behaviours for your reference.

## Instructions: “For Learning” Assessment Senior Worksheet

RECOMMENDED LEVEL: Grade 6 to 12

LENGTH OF TIME NEEDED: 30 minutes (with class discussion add 10 to 20 minutes.)

WHEN TO USE THIS: After students have had a short artist presentation or have read the artist profile page.

1. Students have experienced an artist introductory workshop and/or have read the artist profile page. **For younger students:** Post an anchor chart with some words and skills you have already identified as an artist teacher team. You might consider omitting page 2 of this worksheet depending on your students level.
2. Students begin working individually and then are paired up to complete worksheet.
3. Worksheet can be discussed as a whole group.

**Younger students:** Ask pairs to offer words to a class list and/or what they think they need to do this activity. Be prepared for students making statements about needing a judgment-free space. You might consider generating a classroom agreement that will endeavour to create a judgment-free space.

**Older students:** Ask students to add their subject connections to a class web map and/or discuss what the classroom needs to be prepared. Take the opportunity to talk about creating an emotionally safe space and what this means for your students. Again, consider creating a classroom agreement to create a supportive space by asking students to generate the rules of engagement.

1. Collect the worksheet for analysis. See the following page that can help in your data collection.
2. Use data to inform your deeper analysis in your Artist Teacher Reflection on Exploration. See step 10 of the Explore stage.

# FOR LEARNING: A STUDENT WORKSHEET

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After the artist introductory workshop and / or reading the artist’s profile page, answer the following questions on your own.

1. If there were no new words, write down some words that are connected specifically to this type of art.
2. Through their art, this artist communicates ideas and feelings of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. When I think about doing these skills and activities, it makes me feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

BECAUSE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I’ve seen this done before or I know this happens in PLACES and SPACES like:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What are the skills of this artist? Or what can this artist do?

THIS ARTIST CAN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## SHARE WITH YOUR PARTNER

1. With a partner, take 5 minutes to share your new words. What might they mean?

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1. Now, share a story about where you might have seen this type of art before and/or what you think about this work. Take 2 minutes each.

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1. Again, with your partner, **list** things that you think we need to be ready to do this as a class. Some things you might think about when answering this question: space, equipment and safety (physical and emotional).

SPACE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EQUIPMENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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SAFETY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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OTHER IDEAS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## MAKE SOME CONNECTIONS

1. With your partner, think about what you are learning in other subjects right now. Can you see the connections with this art and those subjects? Fill in the chart below.

## 

**OTHER SUBJECT, WORDS OR SKILLS.**

Example: In gym, we are

jumping in our lay-ups in basketball.

**ART SKILL, WORD OR IDEAS**

Example: This dancer uses lots of jumps

**DESCRIBE CONNECTION**

Jumping, movement

## Gathering Data from the “For Learning” Student Worksheet

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| STUDENT |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.  NEW WORDS LISTED  YES OR NO |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.  ABLE TO IDENTIFY SKILLS  YES OR NO |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.  ABLE TO IDENTIFY PLACES  YES OR NO |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.  ABLE TO INTERPRET ART FORM  YES OR NO |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.  ABLE TO INTERPRET ART FORM  YES OR NO |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.  CHECK IF THIS STUDENT DEMONSTRATES EMOTIONAL READINESS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.  SUGGESTIONS DEMONSTRATE UNDERSTANDING OF TOOLS, SPACE, SKILLS NEEDED |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9.  CONNECTIONS SHOW AN UNDERSTANDING OF SKILLS AND OR IDEAS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |