Differentiated Strategies and Assessment Assignment

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I have no known conflict of interest to disclose.

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Abstract

Differentiated instruction aims to better cater to student's individual needs. As society has become more diverse, each classroom has many students who share different cultural backgrounds, speak different native languages, and have various disabilities. Therefore, differentiated instruction is necessary to support each student's academic growth and demonstrate an inclusive learning environment that is welcome for all learners. The differentiation of readiness is to determine the differences between students' current academic levels and learning progress. The differentiation of interest and student profile is to understand topics or skills that can trigger students' excitement and their preferred ways of learning. Moreover, with those differentiations in the light of content, process, and product. Therefore, educators can implement diverse instructional methods to cater to students. For example, technology integration, multiple choice of topics, and classroom settings can help students find learning more enjoyable and gain metacognitive skills.

Keywords: differentiated instruction, educational technology, diversity, integration

Differentiated Strategies and Assessment

Title of Sample Lesson Plan: Visual Arts

Topic: Historical and Cultural Influences of Art

Grade Level: Grade Eight

Virginia Standard of Learning: 8.6. Students explore, understand, and describe the interactions between fine art's social, political, and economic influences. Moreover, students must compare and comprehend the contrast between time movement, medium, culture, forms, and artists in works of art. Finally, learners also have to identify the contribution and significance of artists in various settings of societies.

Differentiating by Readiness

Background

Proposed Background:

Readiness refers to students' abilities in learning and the level of their current knowledge in specific subjects (The IRIS Center, 2010). Therefore, it is imperative to understand students' learning background before the instruction on the new content to prevent a learning gap in students that can potentially lower their motivation and negatively affect their learning progress. Hence, the comprehension of students' knowledge of elements of art and design principles and the identification between form and context in visual art is significant for this class. In addition, the student's prior summative assessment and grades can reveal learners' strengths and weaknesses and direct the selection of new content to align with their current levels. Moreover, the class should encourage students to have the ability to critically discuss the influences of visual art with peers in class to show an understanding of context, expand their perspectives in art appreciation, and show an understanding of form through drawings.

Strategies

Content Strategies:

Content is what students need to know within the semester (Orlich et al., 2018). Therefore, students prior knowledge of visual arts affects their learning progress in the new content. Thus, it is imperative that the content is aligned with students' readiness so that learners can be motivated as they comprehend the instruction well and achieve academic goals.

The first strategy is to have students draw in their journals. The drawing journal allows students to express their understanding of the elements of art and design principles through exploring and visually describing their surroundings. Students must include all the elements and principles of visual arts within each drawing to show the forms of the subject matter. Hence, "this visual demonstration can measure students' engagement in meaningful tasks that are challenging and complex and reflect on their readiness in foundation knowledge" (Graham, 2019, p. 129).

The second strategy is to focus on the student's readiness in the context of art appreciation. For teachers to better understand students' motivation, learning processes, and readiness, students must fill out the self-report measurement with questions related to the foundation knowledge of art history (Vriesema & McCaslin, 2020). For example, learners have to choose the art movements that are the most familiar to them and self-report their technical skills level in drawing and art history. Moreover, the self-report measurement can consider as students' self-reflection in learning, as it increases self-awareness in learners of their readiness and learning progress.

Process Strategies:

Progress is the way students be able to comprehend the content through the process of learning (McCarthy, 2014a). Hence, the appropriate progress for students can increase their readiness. Peer discussion in class on the influence of social, political, and economic factors on a work of art is the first strategy for students' readiness in light of the process. Through the group discussion, "there is a social presence for the learners to construct their learning, knowledge, and reality in interaction with others, influencing how the learning is carried out and developed for constructive learning" (Schaefer et al., 2019, p. 1408). Moreover, during the discussion, students can learn to critique a piece of art from different perspectives from each other to increase their application of knowledge regarding the art form and context in art appreciation.

The second strategy is for students to work together as cooperative groups to achieve the same goal. Students have to match the given images of the artwork to the correct time, medium, and artist labels in the classroom's last ten minutes of the session. "The cooperative groups can facilitate peer interaction and make learning more valuable based on the physical classroom layout, and subsequently they have higher levels of utility value for group work" (Clinton & Wilson, 2019, p. 327).

Product Strategies:

The product is students' learning outcomes and reflects their readiness as learners (McCarthy, 2014a). Hence, the assessments should enable students to demonstrate their understanding of form and its relationship with the influences in art taught in the sessions. Therefore, the presentation requires students to choose one artwork that represents one of the influences and analyze its form, context, and artist's societal contribution and significance with their critical thinking. "As critically thinking is part of the 21st-century skills, it is also the core

of the liberal arts and the breath of the communication discipline. Therefore, students can learn to articulate structured and effective communication" (Wagner, 2018, p. 159).

Furthermore, presenting the content to the class is appropriate for students to show their learning product. Moreover, the presentation allows students to put in their creativity for the slideshow design and include the elements of visuals and text. In addition, students can choose to put audio narration in the presentation for those who dislike public speaking.

The other strategy for the learning product for students is role-playing. Students have to choose to be role-played as the chosen artist who was in a particular art movement, and learners have to recreate a piece of artwork influenced by one of the factors, that is, social, political, and economic, in chosen artist's perspective. Throughout this learning product, students can explore and understand the relationship and interaction between the societal and cultural factors in the historical and contemporary art world. Moreover, "the role-playing encourages students' concept mastery and be skillfully creative as they have to see in a different perspective from others and reflect on their artwork" (Gamanik et al., 2019, p. 71).

Differentiating by Interest

Background

Proposed Background:

Interest in students is specific activities or instruction topics or activities that trigger students' curiosity to learn (The IRIS Center, 2010). It is imperative to consider interest in learning as it helps students increase motivation, which boosts their readiness. Therefore, "multisensory stimulations with visual and audio elements in the content enable differentiated instruction while connecting to learners' diverse intelligence and grasping their engagement" (Cowin, 2020, p. 42). In addition, the learning process should involve discussions with students

to lead constructive learning from their exciting perspectives. Moreover, students can benefit from the discussion by building positive peer relationships through engaging in stimulating conversations and boosting self-confidence. Thus, "communication, engagement, and respect for each other in discussions can significantly affect student academic achievement" (Davis & Warner, 2015, p. 959). Furthermore, as a learning product, it is necessary to integrate educational technology to practice 21st-century skills and digital literacy in students.

Strategies

Content Strategies:

Technology has assisted teachers in making instruction enjoyable, which helps students to have better engagement in the classroom. One of the innovative technologies that can dramatically trigger students' curiosity is virtual museum tours. Nowadays, many museums worldwide have virtual tours on their website. The users can walk through the museum halls in any direction and look at the exhibits by controlling the mouse and the computer screen. In the classroom, this technology enables students to choose museums worldwide and look at the artwork they find interesting. Moreover, "the virtual museum tours illuminate the unique and reciprocal benefit of pursuing partnerships between informal learning environments and formal learning environments to stimulate students' interest" (Clarke-Vivier et al., 2021, p. 129).

Expanding students' perspectives for broader critical thinking skills is imperative, especially in art appreciation, which requires students to observe the connection between the art form and context. Hence, watching a collection of documentaries and interviews of artists, curators, art historians, and critics as part of the other instruction content can help students to see visual arts as a more profound concept. Moreover, learners can expand their skills in art appreciation from the professionals' experiences and knowledge. Furthermore, the videos include

the elements of visual, audio, and text from the subtitles for multisensory stimulations in students. Therefore, implementing multisensory stimuli helps the learners better interpret the meaning and understand the concept (Alenizi, 2019).

Process Strategies:

"Debate can improve students' vocabulary, academic language, and perspective-taking skills" (What Works Clearinghouse (ED) & Mathematica, 2020, p. 1). Therefore, the debate on students' learning process can encourage students to train more academic skillset while assessing their learning progress. First, students group into four, and each group of students can choose which factor of the influence they think is interacting with the provided artwork. Then groups of students who represent different influences have to debate with researched resources to state why their choice of influence is related to the art piece. During the debate, students are encouraged to use their critical thinking with articulate and concise communication to express their points of view while practicing using reliable online resources.

Think-Pair-Share is an implementation that enables a collaborative learning environment for students. For the second strategy in the learning process, students are in pairs, which can be pairs of two or three students, and proceed with the Think-Pair-Share intervention. First, learners in pairs are given a choice to choose one artwork from the provided pile. Then, each student in the pair has to think individually and critically to analyze the context of the selected artwork according to the time, art movement, and its relationship with the influences, then share their summary with the class. Thus, this intervention allows students who share similar interests to learn from each other's perspectives and increase their collaborative skills through problem-solving and making conclusions. Moreover, collaborative skill is vital in developing students' social interaction skills, which students can learn to better communicate with peers.

Product Strategies:

To ensure students have a deepen understanding of the content, students have to make a modern version of historical art or the historical interpretation of contemporary art. There are many exciting contrasts that students have to think about for completing this assignment. It requires learners to showcase the comprehension of balanced composition in form and the establishment of straightforward subject matter. Moreover, students must expand their digital literacy skills and research for accurate and reliable resources to support the context. Thus, this assessment facilitates students to experience the modern working process as professional artists, from design, research, and creation to the product.

Group project promotes 21st-century skills as it requires students to implement the skills of creativity, collaboration, critical thinking, and communication (Corbisiero-Drakos et al., 2021). Thus, the second product from students is the group presentation with the topic of the contribution and significance of an artist from a particular art movement. Throughout this product, students have to share their research and decide on the resources for the presentation. They communicate with the group members to assign tasks and have discussions. Hence, this group presentation can boost autonomous skills in students as they need self-management and self-control to work on their part independently. Moreover, they can gain collaboration and flexibility skills as learners must work and respect each other's part to complete the group project (Ilhan & Unal, 2021).

Differentiating by Student Profile

Background

Proposed Background:

The student profile is the preferences of students that can make them better understand the new content and skills, including instruction method and environmental factors (The IRIS Center, 2010). Implementing multisensory stimulations with the various delivery format of instruction can better cater to student's individual learning needs, offer entry to learning, and lead to meaningful tasks to encourage authenticity in education (McCarthy, 2014b). Therefore, the learning process can recognize diversity in the classroom. For example, as the students study many artists from around the world in different art movements, it is imperative to make the content relatable to students by selecting artists that represent students' cultural backgrounds. Moreover, using journals for self-expression and group projects in the classroom can greater the variety of the learning environment setting.

Strategies

Content Strategies:

All students are different in the classroom, even though they learn the same content simultaneously, making differentiated instruction imperative as it helps define and cater to students' individual learning needs. Google Arts and Culture offer various learning activities and materials for students to explore content based on students learning profiles. "With this technology integration, students can access virtual coloring art books, compare cultural monuments across time, and do visual crossword puzzles online" (Cowin, 2020, p. 45). These activities aim to educate students about art history and appreciation in various ways to cater to their preferences and needs. Moreover, students can take ownership of learning as they can choose the content to learn and explore.

The visual art class is not all about the appreciation and technique in fine arts. It also teaches us to learn from our roots and increase our self-recognition and identity. For the second

strategy, students first fill in the questionnaire administrated by teachers on their cultural background. Then teachers provide a masterpiece of art representing the student's cultural background. Students then must research the relationship between the artist, the artwork, and its influences in the particular country, analyze those factors, and write a paragraph on the connections between the art and his personal life with family. "This content allows students to comprise information on their characteristics such as background knowledge and personality, which fulfill the objective of recognizing the student's profile" (Missaoui & Maalel, 2021, p. 6367). Moreover, the connection to students' cultural backgrounds and personal life encourages authenticity in learning as it involves students' real-life situations.

Process Strategies:

Journals enable students to feel a sense of privacy and security to express their perspectives on a particular subject freely. Students must explore their interpretation and perspectives of a masterpiece artwork after watching its documentary and create their version of art or write a page to express the same subject matter in the journal. This assignment enables teachers to see if students understand the content successfully, as learners must define the elements of art and design principles from their artwork and the appropriate context of the writing. Moreover, the freedom of letting students choose between creating artwork or writing about the masterpiece encourages students' preference in the learning process. In addition, students are motivated to finish the homework with depth as they can choose their preferred way, which is the method they find the most comfortable and confident.

"Peer assessment is a form of formative assessment where feedback on the learning is collected from the students themselves" (Salem Almahasneh & Abdul-Hamid, 2019, p. 106). Thus, peer assessment can be an effective learning process to check students' learning and

understanding of the content. Teachers will encourage students to choose one artwork from any artist and movement and research its context in any medium. Students then have to teach their peers all the information on the artwork, and the others do the same. In the end, learners have to summarize what they have learned from others on each piece of artwork. This peer assessment enables students to feel satisfied as their peers write a summary of what they have learned from each other, which helps boost their confidence and increase positive peer relationships.

Product Strategies:

Creating a documentary is the first strategy for learning products from students. First, the learners must adopt ideas from one of the artists and be inspired by the connection to the influences. Then learners must make a documentary that tells the same connection of influences in the modern world. Students will bring their phones or camera to interview essential casts and shoot videos of the environment for the documentary, and visual effects can be added optionally. The documentary requires students to have apparent subject matter and explanation with the support of photos or videos of the environment and interviewees. In making the documentary, students can develop empathy as they share individual and collective narratives to explore the influences of the factors and the observed societal changes through time (Markidou, 2019).

Artists are trained to use their techniques to express their inspiration in their artistic perspectives. Therefore, artists must be versatile, adaptable, and inspired by their surroundings to create new works with powerful content. In this second strategy of the student profile in the light of the product, students in groups go to different classroom areas. For example, some students will be in the library corner, some near the teachers' desks, and others in the middle of all students' desks. Each group of students has to collaborate on their inspiration from the area. They have to share their inspired idea and nominate the object they have to draw and paint. Once each

group determines the subject matter, students will complete their artwork individually in the same context but express it in different forms in various materials. Throughout the discussion, the group encourages students to train social skills, "as it is essential for everyone and involves all aspects of life and future career" (Ghavifekr, 2020, p.10). Moreover, students can learn to respect others' perspectives and exchange standpoints to gain more positive learning experiences.

Assessment Response

All students in the learning environment have diverse intelligence, cultural background, and learning needs. Therefore, it is imperative to cater to students' individual needs to support them in achieving academic goals through differentiated instruction. Hence, the presentation assessment I design is to let students who have to learn the same content with different learning abilities and readiness get to the same level of understanding of the instruction.

Students can choose to speak in the classroom or record their audio for the narration of the presentation. However, many students are hesitant to talk in front of many people, especially those who are not confident in speaking English as their native language is not English. Therefore, writing for public speaking can help students with diverse backgrounds. "As they can improve their vocabulary and reading comprehension, which is crucial to their academic success" (What Works Clearinghouse (ED) & Mathematica, 2020, p. 1). Moreover, when it comes to presentation, it is more about thinking and less about speaking because students have to create content that aligns with the context, integrating critical thinking and evaluating what words to include within the speech to better articulate the meaning. When students have thought enough, it will help improve their speaking ability and boost their confidence in speaking in English (Wagner, 2018).

Technology integration allows students to expand their knowledge and perspectives on the world, as the use of the internet creates no boundaries. For example, students can research artwork and artists from around the world. With many effective search engines, students can easily find images of their choice of artist and artwork. In addition, during one of the sessions, students will learn to use Google Arts and Culture. "Its asset libraries are organized collections of digital files, vectors, icons, images, color palettes, fonts, and other available resources for students to choose from based on the information they have entered" (Cowin, 2020, p. 45). Hence, this helps students to learn to practice organized databases for their future workplace.

During the presentation assessment, students are expected to use their design to decorate the slideshows and add visual and audio elements to engage audiences. Students can pay attention and learn from their peers. Moreover, using clipart, sound effect, narration, or even images with motions promotes customization of students' assessment and help to increase their motivation as they take ownership of the project. In contrast, the digital program to complete this presentation assessment allows students to practice 21st- century skills. "As 21st century needs include problem-solving, critical thinking, creativity, collaboration, and digital literacy. Therefore, the knowledge alone is insufficient for future success; students need creativity and flexible computer skills to solve a wide range of complex issues" (Corbisiero-Drakos et al., 2021, p. 4). Hence, students can gain flexibility and adaptability in using programs and applications to achieve their ideal design and set up for the presentation, which can benefit their future careers.

Assessment Product

The Analysis of the Form and Context in Visual Arts Presentation

The interaction between influences, social, political, economic, and visual arts have made the artwork more meaningful than ever. Hence, visual arts is a time machine as it recorded the

practical impact between the influences and the art world. Therefore, it is imperative to understand the critique of art form and context to learn more about the past and understand how the modern day has become. For this assessment, in the PowerPoint presentation, you have to choose one artwork from an artist representing one of the influences and explain its context, contribution, and significance in their society.

Requirement:

- Your choice of the artwork must be related to one of the social, political, or economic influences.
- Analyze its form with the use of elements of art and principles of design
- Explain the relationship between the artwork's context and its influence. Furthermore, what are the contributions and significance to society from this artist?
- Provide a picture of the artwork. Cite the work, including the artist's name, title, medium, and year of artwork.
- The title slide does not consider one of the five slides. At least six slides for the presentation. The presentation is at least five minutes.
- Include references slide to cite all the resources.
- It is optional to speak during the presentation in the classroom. If you choose not to speak, record your audio for the narration in the presentation.
- Welcome to design the presentation layer and add your visual elements.

Rubric

Criteria	Ratings			Points
	30>20 pts	20>10 pts	10>0 pts	0 pts

Information of the artwork	Students cite the work, including the artist's name, title, medium, and year of artwork. A picture of the artwork is included.	Students cite most of the information on the artwork. A picture of the artwork is included.	Students cite little information on the artwork. A picture of the artwork is not included.	Not present.
The interaction with the influences	The artwork is related to one or more of the three influences. Students' explanation aligns with the context of the artwork.	The artwork is somewhat related to one to two influences. Students' explanation somewhat aligns with the context of the artwork.	The artwork is somewhat related to one to two influences. Students' explanation does not align with any of the influences.	Not present
Form of the artwork	All form of the artwork is well explained with examples.	Some forms of the artwork is explained with examples.	Few forms of the artwork are explained. No examples are provided.	Not present
Context of the artwork	The context of the artwork is clearly explained with examples.	Some of the contexts are explained with examples.	A few contexts of the artwork are mentioned. No examples provided.	Not present
Contribution and significance of the artists	The contribution and significance of the artists are listed.	Most of the contribution and significance of the artists is listed.	Unrelated contributions and significance of the artists are listed.	Not present
Slideshow Organization	The slideshow has at least six slides with a title and references slide.	The slideshow has five to four slides with a title and references slide.	The slideshow has less than four slides. No title or references slide.	Not present

Total: /180

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