

ART 301 | Developing Essential Questions, Goals, and Objectives

<p>VERY BROAD</p> <p>Not necessarily related to the specifics of the lesson.</p>	<p>Essential Questions</p> <p><i>How can artists...</i></p> <p><i>How do artists...</i></p>	<p>Helps students engage with their existing knowledge base and connect new patterns and ideas.</p>	<p>Your questions should:</p> <ul style="list-style-type: none"> • Stimulate ongoing thinking and inquiry • Be arguable with multiple plausible answers • Spark discussion and debate • Point to big ideas and pressing issues 	<p>The NCCAS Standards have sample essential questions in each of their anchor standards that can be modified to suit your needs.</p>	<p><i>How can artists use the elements of art to communicate concepts and ideas?</i></p>
<p>BROAD</p> <p>Will not usually feature specific materials or techniques.</p> <p>Could be applicable to multiple lessons.</p>	<p>Goal Statements</p> <p><i>Students will (learn, know, or understand)...</i></p>	<p>Defines the key concept of your lesson.</p> <p>What you want your students to learn, know, or understand.</p>	<p>Your goal should incorporate one or more of the following components:</p> <ul style="list-style-type: none"> • Interpreting Art • Creating Art • Relating Art to Context 		<p><i>Students will learn how line communicates the idea of motion.</i></p>
<p>SPECIFIC</p> <p>What is the behavior you are assessing?</p> <p>What limitations are being set?</p> <p>What conditions are you setting to measure your assessment?</p>	<p>Learning Objectives</p> <p><i>Students will...</i></p>	<p>Observable and assessable functions your students learn at the end of the lesson.</p>	<p>Avoid words like “creative”, “imaginative”, and “unique” as these are subjective and difficult to assess.</p> <p>Consider careful wording like “making” vs. “creating” when developing studio-based objectives as “creating” involves a conceptual component.</p>	<p>Using Mager’s Three Component Model, you will have a Behavior (what the students will do), a Condition (limitation, typically concerning materials), and Criteria (how you are evaluating the students)</p>	<p><i>Using marker, students will create gesture drawings that feature a clear line of action and convey a sense of movement.</i></p>
<p>VERY SPECIFIC</p> <p>The daily activities designed to help students achieve the Learning Objectives.</p>	<p>Daily Learning Outcomes</p> <p><i>Students will...</i></p> <p><i>I can... (student friendly)</i></p>	<p>Evidence that learning has taken place through daily classroom activities that build up to the achievement of your Learning Objectives.</p> <p>Fairly identical in structure to the Learning Objectives.</p>	<p>Daily Learning Outcomes should also be written in a student friendly language and can (and in some districts, should) be posted so that students are aware of the expectations of the day.</p>	<p>Refer to Bloom’s Taxonomy to see how you are structuring your outcomes. (activities classified in the “Knowledge” domain should occur early on in the lesson, but not towards the end).</p>	<p><i>I can define and identify a line of action in a gesture drawing.</i></p> <p><i>I can identify the line of action in a pose and apply it to my gesture drawing.</i></p>