Designing Art Lessons with Rigor

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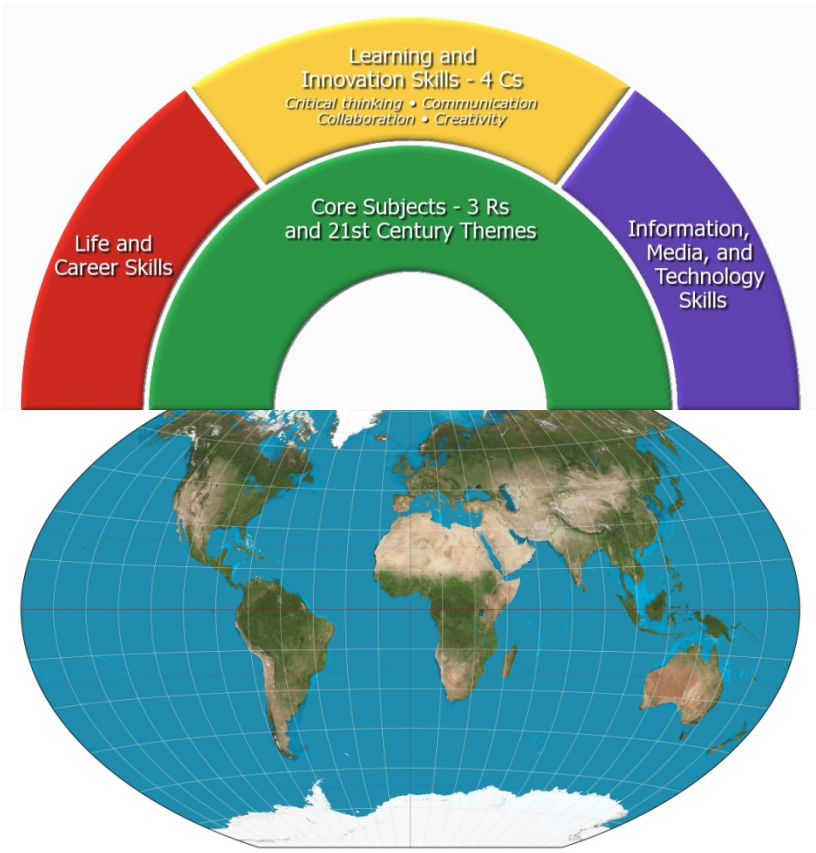
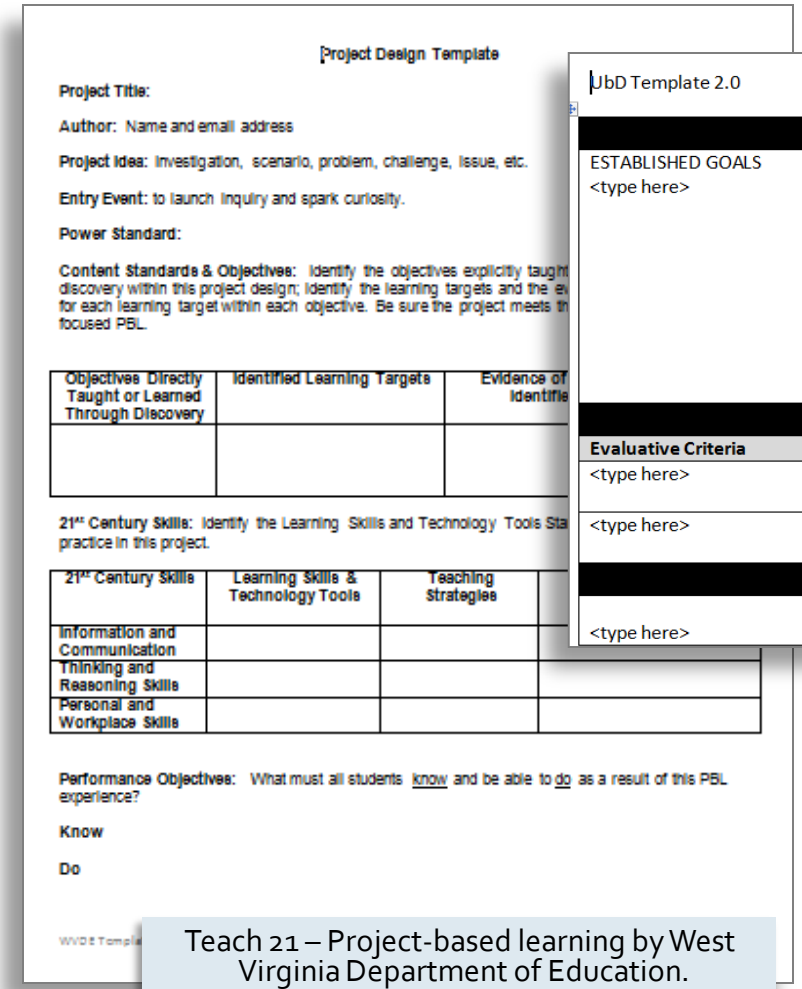
Why bother to write unit or lesson plans?

- Writing unit or lesson plans help you organize rigorous instruction.
- Writing unit or lesson plans make explicit the multitude of experiences in art class that gives students opportunities to build and apply 21st Century skills and knowledge.
  - Writing unit or lesson plans enable you to make the knowledge and skills learned in art explicit to administrators and parents.
  - Publishing your lessons enables you to make the knowledge and skills students learn in art explicit to the world.
- Stand up for art education, the world needs us!



Unit and Lesson Plan Formats Vary,

but there are common components.



Project Design Template

Project Title:

Author: Name and email address

Project Idea: Investigation, scenario, problem, challenge, issue, etc.

Entry Event: to launch inquiry and spark curiosity.

Power Standard:

Content Standards & Objectives: Identify the objectives explicitly taught discovery within this project design; identify the learning targets and the ev for each learning target within each objective. Be sure the project meets th focused PBL.

Objectives Directly Taught or Learned Through Discovery	Identified Learning Targets	Evidence of Identifie

21st Century Skills: Identify the Learning Skills and Technology Tools Sta practice in this project.

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies	
Information and Communication			
Thinking and Reasoning Skills			
Personal and Workplace Skills			

Performance Objectives: What must all students know and be able to do as a result of this PBL experience?

Know

Do

WVDE Templ

Teach 21 – Project-based learning by West Virginia Department of Education. wvde.state.wv.us/teach21/

UbD Template 2.0

Stage 1 Desired Results		
ESTABLISHED GOALS <type here>	***Transfer***	
	Students will be able to independently use their learning to... <type here>	
	Meaning	
	UNDERSTANDINGS *Students will understand that...* <type here>	ESSENTIAL QUESTIONS <type here>
	Acquisition	
	Students will know... <type here>	*Students will be skilled at...* <type here>

Stage 2 - Evidence	
Evaluative Criteria	**Assessment Evidence**
<type here>	PERFORMANCE TASK(S): <type here>
<type here>	OTHER EVIDENCE: <type here>

Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction
<type here>

Understanding By Design Template – Backward design process developed by Grant Wiggins and Jay McTighe. www.authenticeducation.org

What are Common Components Among Unit and Lesson Plan Formats for Art?

- NYS Visual Art Standards
- Common Core Standards
- Objectives
- Vocabulary
- Instructional Procedures
- Materials and Supplies
- Resources
- Assessments

Can you think of any more?

A Definition of Rigor

"Rigor is the goal of helping students develop the capacity to understand content that is **complex, ambiguous, provocative**, and **personally or emotionally challenging**."

(Silver, Strong, & Perini, 2001)

How do you provide rigorous experiences?

Complex, ambiguous, provocative, and personally or emotionally challenging experiences?

Experiences that tap into students higher order thinking skills?

CCS Shifts & CCS Assessments

6 *Shifts* in ELA/Literacy

- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary

6 *Shifts* in Mathematics

- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity

Building Rigor in Art with CC Shifts

1. Use authentic texts/artwork to build knowledge (ELA/Literacy Shifts 1 and 2)
2. Choose complex, layered text/artwork (ELA/Literacy Shift 3)
3. Require evidence to inform or support (ELA/Literacy Shift 4 and 5)
4. Identify "need to knows" and deepen focus (Math Shifts 1 and 4)
5. Make connections (ELA/Literacy Shift 6, Math Shifts 2 and 4)
6. Balance practice and understanding (Math Shifts 5 and 6)

1. Use Authentic Texts

- Developmentally appropriate
- Pertinent to Standards
- Related to assignment objectives
- Challenging

2. Choose Complex, Layered Artwork

- Developmentally appropriate
- Open to interpretation
- Expands understanding and empathy
- Challenges existing beliefs

Navajo Yei rug

Rowan Leaves & Hole
by Andy Goldsworthy

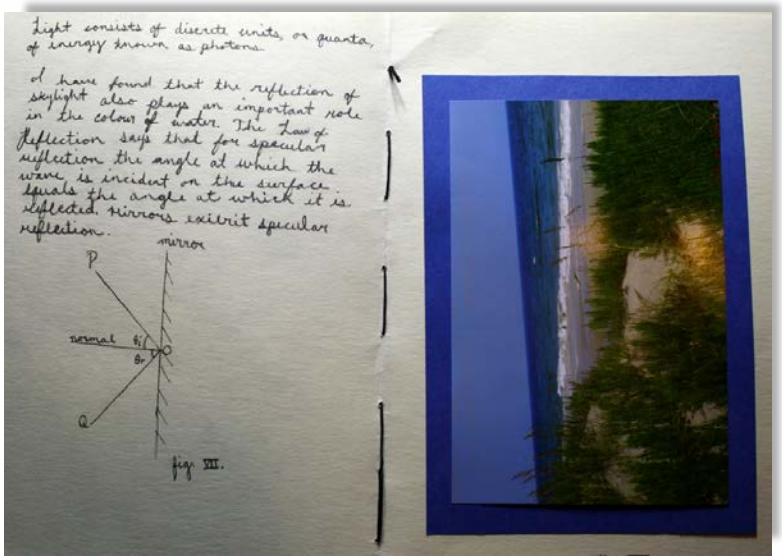
Children's Games
by Pieter Bruegel The Elder (1560).

Red ceramic glazed porcelain horse
from the Tang dynasty

Citizen Kane (1941) Directed by Orson Welles

3. Require Evidence to Inform or Support

- Written reflections
- Group presentations
- Individual and class critiques
- One-on-one conversations



4. Identify *Need to Knows* and Provide Deeper Focus

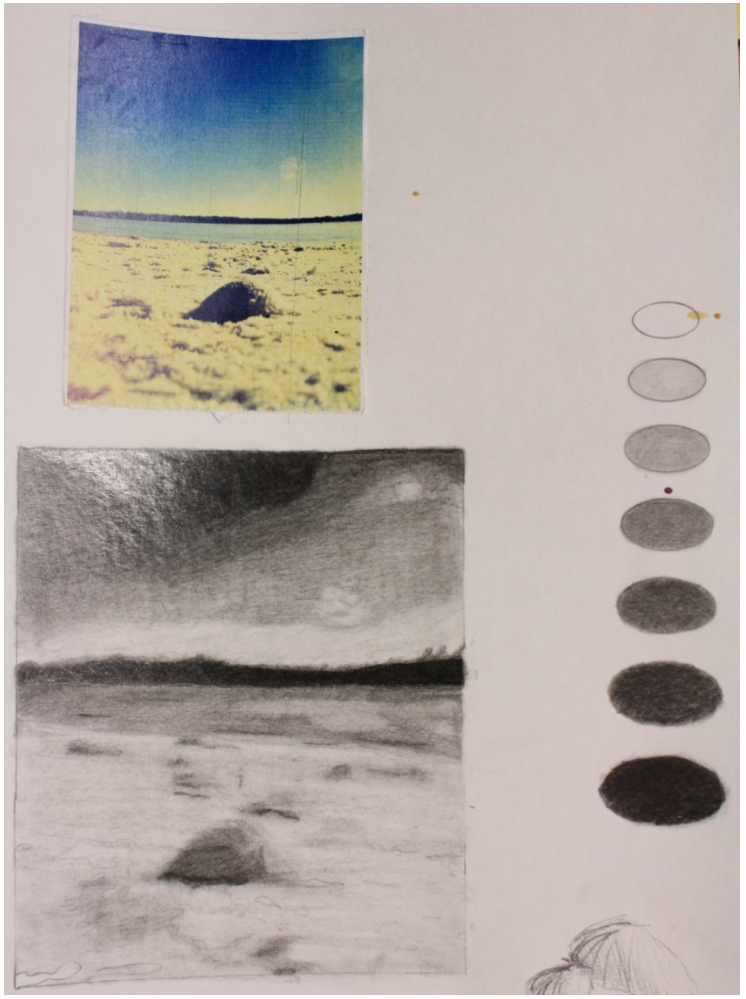
- The most essential skills and knowledge an art student will need for the class
- Concepts and skills that are transferrable

5. Make Connections

- New knowledge and skills to existing experiences, knowledge, and skills.
- To other domains

6. Balance Practice and Understanding

- Provide directed and independent practice (scaffolding), so students can gain competence and understanding.



Increasing Rigor in Lesson Plans Using Jackson's 4 Stages of Rigor

Acquisition Lesson	Application Lesson	Assimilation Lesson	Adaptation Lesson
▪Set clear objectives ▪Activate prior knowledge ▪Organize new knowledge ▪Connect new and old knowledge ▪Provide direction instruction, guided practice, and ongoing formal assessment.	▪Solve interesting problems ▪Teach and model thinking skills related to task. ▪Promote mindful practice and reflection. ▪Provide distributed practice and feedback.	▪Provide open-ended, meaningful tasks ▪Identify and model thinking processes related to task. ▪Provide guided and independent practice and feedback. ▪Create artifacts	▪Provide opportunities for relevant and real-world applications. ▪Guide students through problem-solving process. ▪Provide time and space to solve the problem. ▪Encourage *Habits of Mind*

http://www.mindstepsinc.com/rigor/

Example Unit– Scientific Illustration

- Essential Questions:
  - How do people use art to expand their knowledge of the world around them?
  - How do images influence our view of the world?

Acquisition Stage

How will you help your students acquire the knowledge and skills?

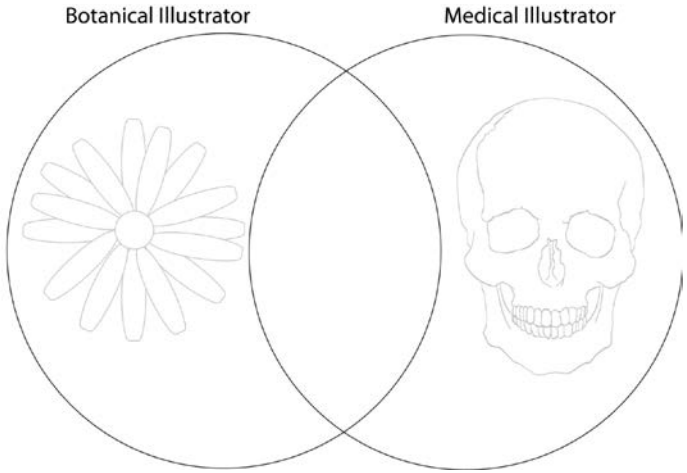
Acquisition – Objectives

- Students will be able to compare and contrast Botanical and Medical Illustrator job responsibilities and skills. (VA.2.C.d, VA.Re.7.2.IIIa, RST.9-12.1)
- Students will classify artists with the subjects, images, and methods they used to create their illustrations. (VA.3.C.b, VA.Re.7.2.IIIa, WST.9-12.7)
- Students will be able to identify, at least, three illustrators and identify their illustrations. (WST.11-12.8)

Acquisition – Direct Instruction

- Watch video ***Natural Histories: Scientific Illustration on Display***
  - Identify who, what, and why Scientific Illustrations are created. (VA.2.C.d)

- Watch video on a botanical illustrator and a medical illustrator.
  - Use a Venn diagram to compare the knowledge, skills, and behaviors necessary for success (VA.2.C.d)



Acquisition – Guided & Independent Practice

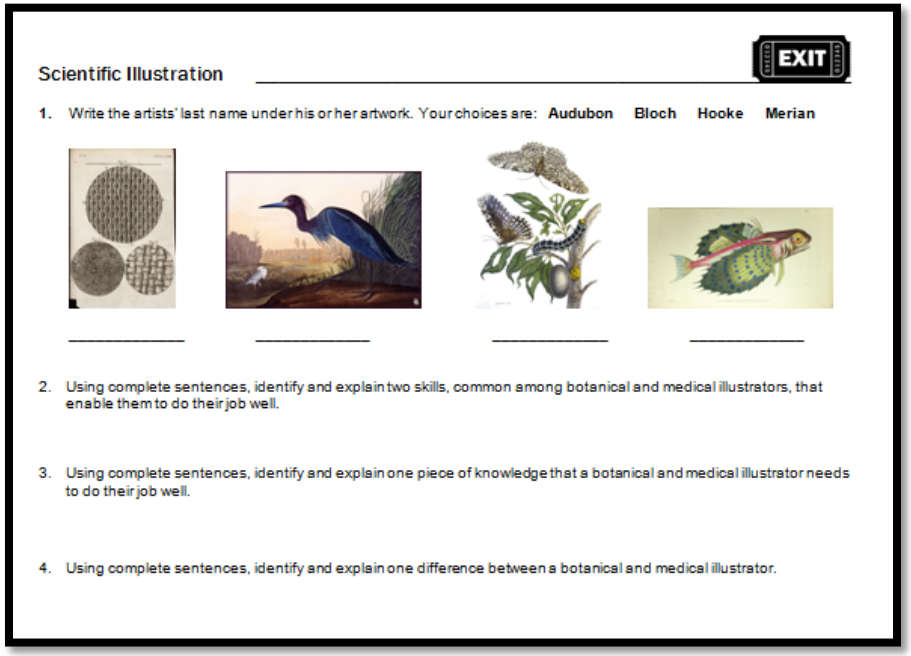
- Guided practice – demonstrate how to use primary source internet sites to research, and classify information on artists like those who illustrated Darwin's *Zoology of the Voyage of the HMS Beagle*.
- Independent practice: Classify Hooke, Bloch, Merian, and Audobon's subjects, images, and methods used to create illustrations using a graphic organizer. (VA.Re.7.2.IIIa)

Illustrators of the Natural World

	Robert Hooke	Marcus Bloch	Maria Sibylla Merian	John James Audubon
Title of best know publication				
Dates of work				
Subjects illustrated				
Medium of artwork				
Example of illustration				

Acquisition – Assessment

- Formative Assessment - Exit ticket: Identify at least, three illustrators and their illustrations. (VA.Re.7.2.IIIa)
- Summative Assessment – Test questions related to illustrations, purpose, skills, knowledge, and responsibilities of various scientific illustrators.



Scientific Illustration _____ EXIT

1. Write the artists' last name under his or her artwork. Your choices are: **Audubon** **Bloch** **Hooke** **Merian**

_____ _____ _____ _____

2. Using complete sentences, identify and explain two skills, common among botanical and medical illustrators, that enable them to do their job well.

3. Using complete sentences, identify and explain one piece of knowledge that a botanical and medical illustrator needs to do their job well.

4. Using complete sentences, identify and explain one difference between a botanical and medical illustrator.

Application Stage

How will you help students apply new knowledge and skills?

Application – Objectives

- Students will create an accurate representation of a plant, or part of the plant, in plaster (VA.1.C.d, VA.Cr.3.I.IIa)
- Alternative options for representation could include colored pencil, pen and ink, watercolor, or photography. (VA.1.C.D, VA.2.C.d)
- Students will use the internet or books to research and identify the scientific and common name of the plant or animal they represented. (WST.9-12.7)

Application – Direct Instruction

- Demonstrate the creation of a plaster cast of a plant.
- Demonstrate pen and ink techniques.
- Locating scientific and common names of plants and animals.

Application – Guided & Independent Practice

- Guided practice:
  - Complete practice pen and ink technique exercises: hatching, cross hatching, stipple, etc..
  - Students will use the internet or books to research and identify the scientific and common name of the plant they represented. (WST.9-12.7) (RST.11-12.1)
- Independent practice
  - Working from life, create a finished pen and ink drawing of a plant or animal. Include the scientific and common name.

Application – Assessment

- Formative Assessments –
  - Monitor students use of the internet and ability to find reliable and credible sources.
  - Monitor students' process of creating a plaster cast. Ask individuals and small groups questions regarding the process.
  - Ask students to share their plan for how they will color their plaster cast and why they have chosen that method. Students should provide examples of their practice using those mediums.
- Summative Assessment
  - Finished pen and ink drawing of plant or animal.

Assimilation

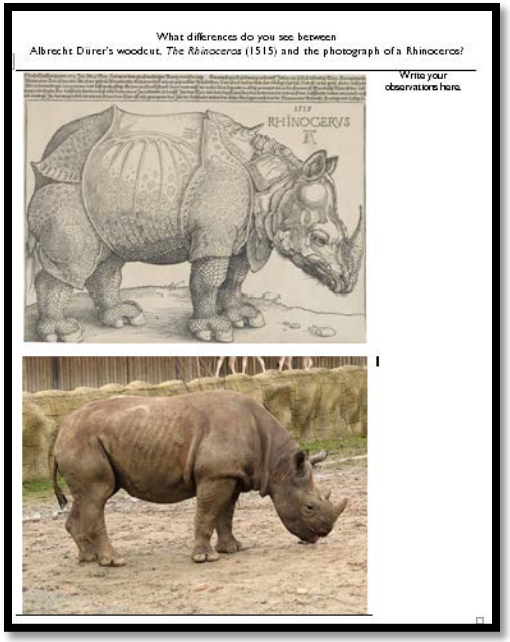
How will you help students synthesize what they learned?

Assimilation - Objectives

- Students will deduce why accuracy is important in scientific illustrations, like those of the artists presented in this unit, and explain and provide examples of the impact that the inaccuracies could cause. (VA.3.C.b) (RST.9-12.6)
- Compare and contrast the a drawing of a sea creature from an ancient map to photos of the animals or fish that may have inspired it. (WHST,11-12.8) (SL.9-10.4)

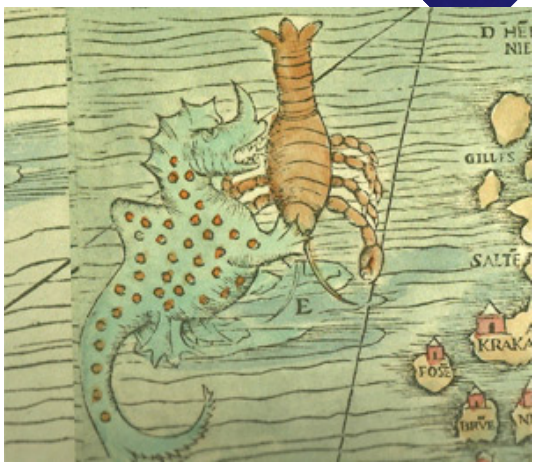
Assimilation – Guided & Independent Practice

- Guided Practice
  - Work in pairs to compare and contrast Durer's illustration of a rhinoceros and photograph of one, to generate a list of accurate and inaccurate details. Share observations with class.
  - Discuss – How would inaccurate scientific illustrations impact our perceptions or beliefs?
- Independent Practice
  - Using a image of a "sea monster" from an ancient map. Determine what the creature was based on, in reality. Compare and contrast the drawing to photos of the actual animal or fish.
  - Create a map of a real or imaginary land. Include your own sea and/or land monsters. Those monsters should be a combination of imagination and reality. Paint with watercolors. Finish with pen and ink.



Assimilation - Assessment

- Formative Assessment
  - Monitor students' ability to find reliable and credible sources.
  - During the research process, ask students, independently or in small groups, to explain what they have discovered, things that they have noticed, areas that they need to learn more about, etc.
- Summative Assessment
  - Research and gathering of info and images from "sea monster" activity.
  - Map of imaginary land with hybrid animals with summary of design choices.



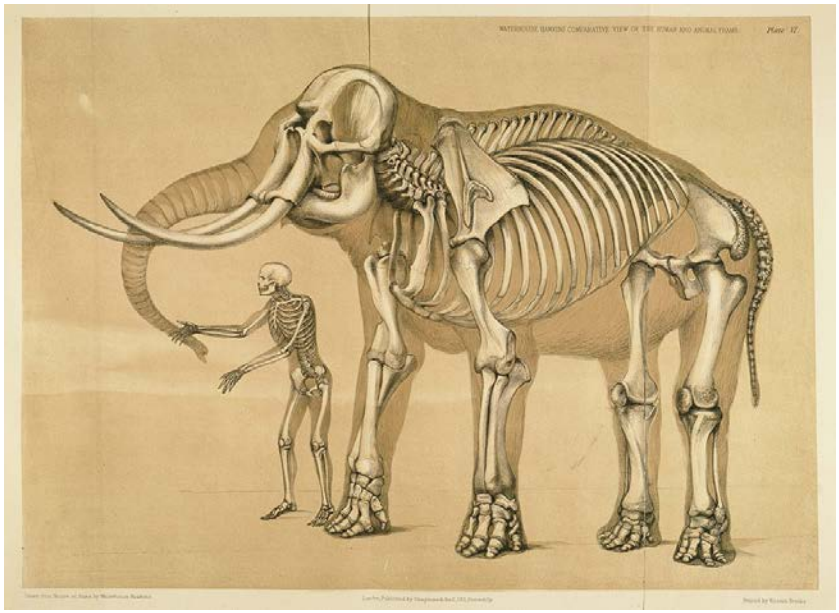
Adaptation

How will you help students take what they learned and apply it to new situations and across disciplines?

Adaptation

- Apply knowledge and skills in other classes, to make career decisions, to solve problems outside of school.
  - Anatomy class
  - Science class
  - Geometry class
  - Graphic design career
  - Film making career
  - Solving creative problems in work

You may not see how the student adapts knowledge acquired because it may happen days, months, or even years later.



Rigor Resources

Jackson, R. R. (2011). *How to plan rigorous instruction.* VA: ASCD. http://www.mindstepsinc.com/rigor/

Strong, R.W., Silver, H.F., & Perini, M.J. (2001). *Teaching what matters most: Standards and strategies for raising student achievement.* VA: ASCD. ISBN-13: 978-0871205186

Blackburn, B.R. (2012). *Rigor is not a four-letter word.* NY: Routledge. http://www.barbarablackburnonline.com/

International Center for Leadership in Education: http://www.leadered.com/

Standards Resources

- NYS Visual Art Standards
http://www.p12.nysed.gov/ciai/arts/pub/artlearn.pdf

- National Core Art Standards http://www.nationalartsstandards.org/

- Common Core Standards https://www.engageny.org/

- Guiding Principles for the Arts K-12, by David Coleman
http://usny.nysed.gov/rttt/docs/guidingprinciples-arts.pdf

- Six Shifts in ELA/Literacy Shannon Elliott, Ed.D (2012)
http://www.p12.nysed.gov/ciai/arts/documents/VisualArts_SixShifts_ELA.pdf

Some Primary Sources …

- The Internet Archive – a non-profit digital library of cultural artifacts https://archive.org/
- National Archives http://www.archives.gov/
- Library of Congress: http://www.loc.gov/
- Library of Congress Primary Source Analysis Tool – Graphic Organizer http://www.loc.gov/teachers/primary-source-analysis-tool/
- Letters from Vincent to Theo Van Gogh http://www.vggallery.com/letters/main.htm
- Leonardo daVinci' notebook http://www.sacred-texts.com/aor/dv/
- You tube
- Museums