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.

**Understanding By Design Template – Backward design process developed by Grant Wiggins and Jay McTighe.** [www.authenticeducation.org](http://www.authenticeducation.org)

**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 end for each learning target within each objective. Be sure the project meets the focused PBL.

**Stage 1 Desired Results**

<table>
<thead>
<tr>
<th>Transfer</th>
<th>Meaning</th>
<th>Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to independently use their learning to...</td>
<td>Students will understand that...</td>
<td>Students will be skilled at...</td>
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</tbody>
</table>

**Stage 2 - Evidence**

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE TASK(S):</td>
<td>OTHER EVIDENCE:</td>
</tr>
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</tbody>
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**Stage 3 – Learning Plan**

Summary of Key Learning Events and Instruction

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Teach 21 – Project-based learning by West Virginia Department of Education. [wvde.state.wv.us/teach21/](http://wvde.state.wv.us/teach21/)
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

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

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


Standards Resources

• NYS Visual Art Standards  

• 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  

• Six Shifts in ELA/Literacy Shannon Elliott, Ed.D (2012)  
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


• You tube

• Museums