

Olmsted Falls Schools: Unit Design Framework

The purpose of the lesson planning framework is to act as a guide for Olmsted Falls Educators as they collaboratively plan units of instruction. The framework attempts to incorporate best practices from the research and couple these with the professional development concepts that Olmsted Falls Educators have taken part in.

Academic content standards and the learning targets that comprise the standards come to life for teachers and students when they are incorporated into a unit of instruction. Teachers work in teams to ensure the learning intentions are the same in corresponding grade levels and subject areas. Teaching the same targets creates the opportunity to collaboratively design common formative assessments that can be collaboratively discussed throughout the instructional unit with fellow teachers. In addition, it allows teachers to design reliable and valid summative assessments that can be used to measure learning at the end of the instructional unit and use the results for future planning.

Ultimately the unit design framework should be used by teachers for the purpose of instructional alignment. The learning targets should be clear to students before and during instruction and they should be aligned with the assessments students will experience. The last step in the alignment process occurs when the learning targets and assessments are consciously aligned with the instruction and classroom activities.

Unit Planning Graphic Linking Prof. Dev. Concepts in Olmsted Falls City Schools



Graphic created by Jim Lloyd and used by Olmsted Falls City Schools' Teachers

Subject: Art

Unit: 6th Grade Clay Pinch Pot

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.

Historical, Cultural, and Social Context

Develop and awareness of art in the past and present.

I will be able to observe and critique Pablo Picasso's clay creations and Maria Martinez's pottery.

Identify and understand what realistic, abstract, and nonobjective art is.

I will be able to make a pinch pot/vase that has nonobjective art on it.

Understand that careers in the visual arts exist.

I will be able to understand that a person could be a ceramist's artist.

Understand how art enhances the quality of life.

I will be able to enjoy (relaxing/fun) the process of creating a vase.

Creative Expression and Communication

Recognize and identify the qualities and characteristics of craftsmanship in a work of art.

I will be able to observe a teacher made vase and identify the strengths and weaknesses of the work.

Select and use appropriate materials and tools to solve and artistic problem.

I will be able to use the clay tools as instructed to be successful.

Apply the elements and principles to their own artwork.

I will be able to apply elements (lines and shapes) and principles (balance, unity, variety, and rhythm) to the vase.

Analyzing and Responding

Use appropriate vocabulary to identify the content in works of art created for different purposes, utilitarian, decorative, and societal.

I will be able to understand and use decorations in my functional art/vase.

Explain how art elements and principles are used in artworks to produce certain visual effects (dynamic tension, texture surfaces, patterns, and designs).

I will be able to explain and use patterns and designs through clay additions (a coil, balls, squares, and lines).

Describe ways an artist portrays and idea, feeling or mood in a work of art.

I will be able to explain how an artist portrays an idea, feeling or mood in a work of art.

Connections, Relationships and Applications

Describe the function of art in the daily life of their communities and cultures.

I will be able to explain how clay can be used in everyday life (vase, mug, plate, etc.)

Identify the ways in which science and technology influence the development of art in various cultures.

I will be able to understand the properties of clay and how technology has influenced how clay gets fired (earthen made versus factory made kiln).

What are the Big Ideas that go with this unit?

Artists use the coiling method and additive method to create an interesting pot/vase.

What are the Essential Questions that go with this unit?

How could you create an interesting pinch pot/vase with decorations?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

- Share the rubric with the students at the beginning and during the process of creating in order to make the criteria for the project clear.
- Use of strong and weak examples will be shown and compared with the criteria for the project.
- Share learning targets with the students (student friendly language) daily in the form of a notebook entry.

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

- Students critique strong and weak examples in the beginning of the project.
- Teacher demonstrations of drawing a pinch pot/vase and decorations.
- Teacher demonstrates a clay pinch pot/vase and decorations.
- Teacher provides oral feedback daily as students work on their projects – the students use the feedback to improve their project.
- Students will self and/or peers assess their project at a halfway point and towards the end using the rubric.

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

- The students will self assess the project throughout the unit. The students will use the criteria for the assignment (rubric) and examples of strong/weak work to help them with their self-assessments.

What summative assessments will we use? (Graded, evaluative assessments)

Clay pinch pot/vase:

- Vase shape/design
- Clay neatness
- Paint neatness

Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

1. View Maria Martinez and Pablo Picasso magazines – discussion
2. Kiln and clay properties discussion, show kiln
3. Show project(s)
4. Discuss and demo homework (three pinch pot/vase designs and decorations)
5. Check homework
6. Decide on best idea with teacher
7. Clay demonstration
8. Assign jobs – Start pinch pot
9. Add on to pinch pot to form a vase
10. Add optional lid
11. Add on decorations
12. Teacher check and collect
13. Fire vases
14. Paint demo and paint vase
15. Self assess, nametag, and turn in