

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: Drawing and Shading Project 7th Grade

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 Contexts

Provide insight into the factors that might influence the development of an artist's style and works (personal experience, interest, cultural heritage and gender).

I will be able to create a drawing that reflects an interest of mine.

Create a visual product that reflects current, cultural influences.

I will be able to create a drawing the may relate to current trends, such as X-Box and popular music.

Create Expression and Communication

Demonstrate a variety of techniques to create the illusion of depth.

I will be able to draw realistically utilizing foreground, middleground, and background.

I will be able to shade my drawing with at least 5 different values.

Apply observation skills to refine and improve the visual representation in their artworks (add details, improve proportion, create distinctive images and coordinate objects spatially).

I will be able to improve my drawing based on teacher feedback and teacher corrections on my work.

Improve craftsmanship and refine ideas in response to feedback and self-assessment.

I will be able to critique my work from far away and make changes based on my viewpoint and the teacher's viewpoint.

Develop individual creativity and problem solving skills based on their interest and needs.

I will be able to try several ideas and try solving problems before asking the teacher for help.

Analyzing and Responding

Use appropriate vocabulary to explain how techniques, materials and methods used by artists affect what the artwork communicates.

I will be able to use art vocabulary to explain how techniques (background), materials (pressure of pencil), and methods (sizes, details, and values) affect the overall piece of art.

Develop and use criteria to guide the reflection on a body of their own artworks.

I will be able to use the rubric to judge my art and make changes.

Make informed responses to works of art by using the element and principles.

I will be able to judge my art from far away (critique and reflect as they self assess).

Judge and explain the personal significance of works or art in their own lives.

I will be able to choose the subject matter that I would like to draw, because it is of interest to me.

Students will give individual, group, and/or class critiques on projects.

I will be able to judge my own artwork and others.

Valuing Arts/Aesthetic Reflection

Observe selected artworks and describe the visual features and sensory qualities that evoke feelings and emotions.

I will be able to observe past student art and M.C. Escher's art to describe feelings and emotions from the subject matter and shading qualities.

Discuss personal beliefs, values, feelings, and assumptions when explaining their own perspectives on artwork and connect their responses to what they see in the work.

I will be able to explain why I chose the subject matter and how my view of the subject matter connects to my artwork.

What are the Big Ideas that go with this unit?

- An artist should select topic that he/she has personal experience with, or a topic that he/she find important when creating a piece of art.
- An artist should use different values to make a drawing more interesting and look three-dimensional.

What are the Essential Questions that go with this unit?

- How do artists select topics for a project?
- Why is it important to have different values in a drawing?

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?

- Students will use the strong and weak examples to determine the grading criteria for the project. Once the students have come up with the criteria for the project, the teacher will share the rubric with the students. The class will compare their list with the teacher created rubric.
- Use of strong and weak examples will be shown and compared with the criteria for the project.
- Students will critique artwork using the criteria for the project throughout the unit.
- Teacher demonstrations of drawing realistically (proportion) and shading.
- Share learning targets with the students (student friendly language) 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 provides oral feedback daily as students work on their projects – the students use the feedback to improve their project.
- Students will self assess their project at a halfway point and at the end using the rubric.
- Students will trade their art with a partner to critique the piece art regarding the following: State one positive thing the artist has done correctly, state one thing the artist could do better, and give him/her a question or concern.

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 their project throughout the unit. The students will have multiple opportunities to improve upon their project before turning it in.

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

Drawing and Shading Final Product:

- Realistic and interesting drawing
- Shading and color pencil neatness on the drawing
- Border relates to the subject matter, neatness, and balance of pieces

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. M.C. Esher magazine and discussion
2. M.C. poster of hand drawing hand
3. Project introduction with examples
4. Homework introduction – brainstorm ideas for the drawing and references for that subject
5. Check homework
6. Drawing demo
7. Transfer to final paper
8. Shading demo
9. Shade drawing
10. Critique
11. Mat drawing
12. Glue border
13. Name tag, self assessment, turn in