

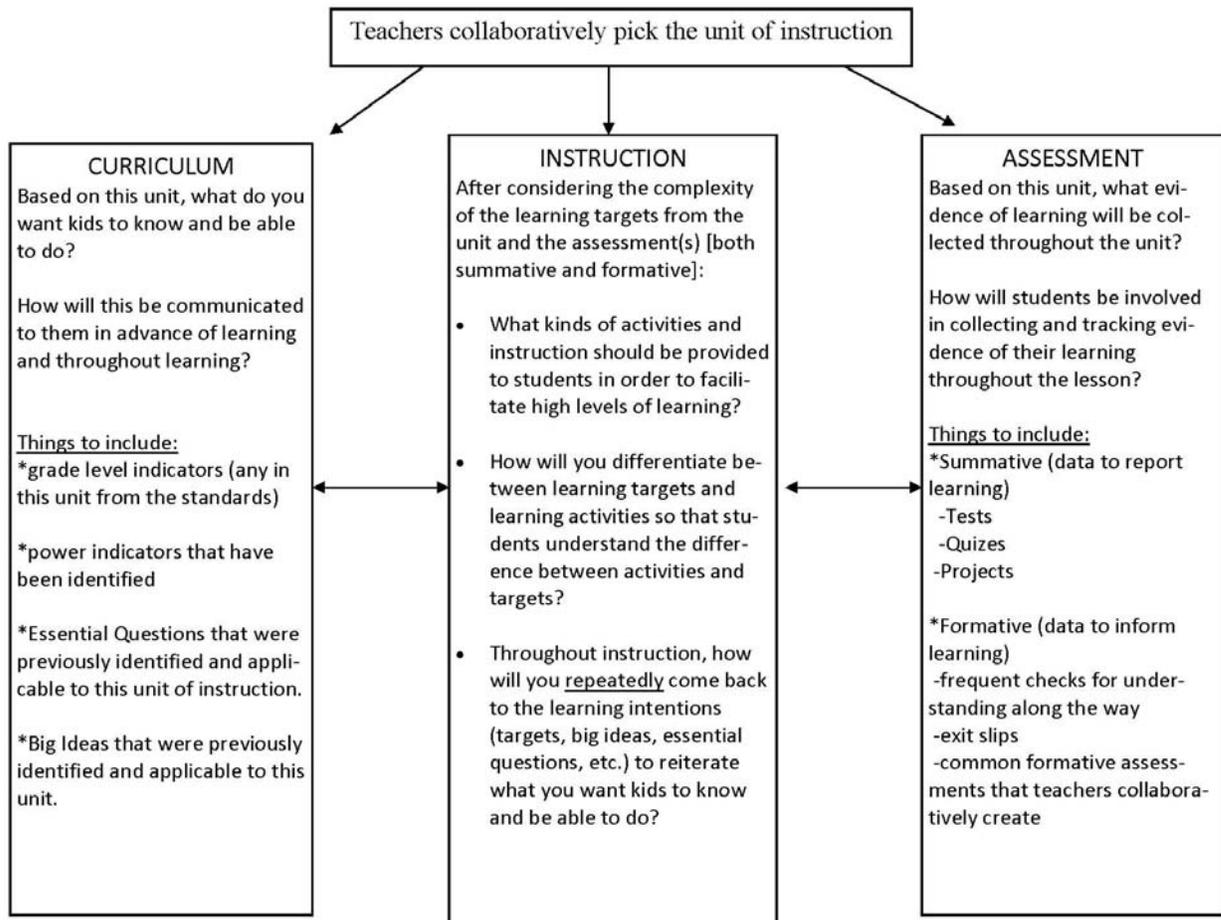
Olmsted Falls Schools: Unit Design Framework

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: 8th Clay Masks

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.

Creative Expression and Communication:

1. Identify and apply criteria to assess content and craftsmanship in their works.

I will be able to identify and apply the criteria for the project as I'm working and when I'm grading my project. (Composition/design of mask-interesting? Exaggeration used? Unity? Variety of sizes and shapes?)

2. Demonstrate an enhanced level of craftsmanship in original two- and three- dimensional art products.

I will be able to create a neat 3-D mask using a variety of levels and textures.

3. Experiment with style and demonstrate how the same subject can be portrayed in different ways (ex. A self-portrait interpreted in expressionism and through abstraction.)

I will draw 3 different mask designs to brainstorm for my final clay project (realistic or abstract, human, animal, creature like, or cartoon like).

4. Demonstrate increased technological skill by using more complex processes to design and create two- and three- dimensional artworks.

I will be able to use past clay experiences and new skills, such as a newspaper mold and clay glazes to create my mask.

5. Explain and defend their artistic decisions using appropriate visual art vocabulary.

I will be able to assess my mask (from beginning to end) using the rubric.

6. Experience problem solving as it is related to the creative process.

I will be able to brainstorm solutions to problems I may encounter as I am working.

Analyzing and Responding:

1. Observe a selected work of art and explain how the artists' choice of media relates to the ideas and images in the work.

I will be able to identify the materials artists use to create past masks in different cultures (through viewing art posters and mask video).

2. Explain how personal experience influences their opinions of artworks.

I will be able to explain how personal and past experiences have influenced my mask.

3. Analyze and discuss qualities in the artwork of peers to better understand the qualities in their own artworks.

I will be able to observe and analyze my peers masks in order to help me improve my creation (students will walk around the tables and observe all student work).

Connections, Relationships and Applications:

1. Demonstrate different visual forms of representation for the same topic or theme (ex. Expressive, graphic and scientific).

I will be able to identify how different artists can represent the same topic (faces) in many cultures.

2. Identify how aspects of culture influence ritual and social artwork.

I will be able to identify how other cultures use their masks for different purposes (African boys at 14 become a man, Tlingit culture honors past ancestors).

What are the Big Ideas that go with this unit?

Through objects (basketball, heart) and facial features (eyebrows and mouth) an artist can express himself.

What are the Essential Questions that go with this unit?

How can you express yourself and a feeling in a mask image?

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.
- Teacher demonstrations of drawing and clay mask creation
- Share learning targets with the students (student friendly language) in the form of a daily 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 and/or peers assess their project at a halfway point and at 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 project and strong/weak examples to help them self-assess.

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

- 3 mask drawings homework assignment
- The mask project

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. Mask video
2. Mask posters
3. Class discussion about masks, expressions, and feelings
4. Homework demo and explanation
5. Check homework, decide upon best idea for mask
6. Clay demo
7. Assign jobs and complete project
8. Fire project
9. Glaze demo and explanation
10. Glaze project
11. Fire project
12. Add ons optional (feathers, beads, gems, raffia with hot glue)
13. Self assess project, name tag, turn in for grading by teacher