

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: Clay non-objective tile 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 Context

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 distinguish why artists use certain materials and why they create something realistically, abstract, or nonobjective. I will be able to understand why artists use certain colors, shapes, lines, and patterns.

Creative Expression and Communication

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

I will be able to understand clay depths by adding on and taking away clay through the teacher's demonstration.

Apply the principals of design to construct a 3-dimensional piece of artwork.

I will be able to incorporate variety of lines, shapes, unity, and variety into my clay tile.

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 project by observing my peer's art and hearing my teacher's feedback.

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

I will be able to try several solutions before relying on my 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 (rolling out or forming the clay), materials (found objects for textures and clay tools), and methods (adding on) affect the overall piece of art.

Use appropriate vocabulary to explain how the elements and principles of art communicate different meanings (explain their feelings for).

I will be able to use art vocabulary to explain how elements (lines, colors, shapes, and textures) and principles (variety, unity, and balance) affect the overall piece of art.

Develop and use criteria to guide the reflections on the body of their own artwork.

I will be able to look at examples and identify criteria for the project.

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 and judge famous art posters and respond to them using the elements and principles of design.

What are the Big Ideas that go with this unit?

Artists use additive and subtractive method with clay. They incorporate textures from found objects and work geometrically, organically, or combination of both.

What are the Essential Questions that go with this unit?

How do you make a clay tile that is interesting and three-dimensional with clay?

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?

- Using famous non-objective art posters, the students will determine the criteria for what makes an interesting non-objective piece of art.
- The students will also view three clay examples and continue to determine the criteria for the project.
- The students will have the opportunity to look at their peers’ projects and compare them to their own.
- The students will write down the learning target in their assignment 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.
- The students will observe their peers’ projects in order to critique their own work.

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 and at the end. The students will use the rubric and examples of strong/weak work to help them self assess.

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

Non-objective clay tile project:

- Design on the clay
- Clay neatness
- Paint neatness
- Finishing neatness (beads, wire, mat board, and gluing 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. Observe famous non-objective art posters – discussion
2. Show 3 clay examples – discuss criteria for the project
3. Worksheet on tile examples (symmetric, asymmetric, geometric, organic, and combination of both)
4. Assign homework (draw out a geometric, organic, and combination tile)
5. Check homework, teacher and student decide upon best design for project
6. Clay demo
7. Assign jobs, start project
8. Turn in project
9. Fire project
10. Paint demo for base coat, and paint base
11. Dry brush demo with 3 colors and dry brush project
12. Find 5 matching bead colors and one matching wire color to paint, attaching demo
13. Students attach beads and wire in an interesting fashion around clay tile
14. Mat project upon mat board of a matching paint color
15. Self assess, nametag, turn in

