

Intro to the Newly Revised Missouri Fine Arts Learning Standards

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Welcome!

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- **Introductions**



What movie or TV character would you want to be and why?



What do you hope to walk away with from today?

- Outcomes from today:

- You will

- Be familiar with the visual arts GLE structure.
- Recognize shifts in visual arts learning.
- Have unpacked the language of the new standards
- Have experienced art learning through these new standards.

- Today's Agenda

- Introductions, Agenda & Outcomes
- Purpose of Visual Literacy
- How to Read the GLEs
- Shifts for Visual Arts Instruction
- Unpacking the Language of the Standards

Think for a minute to yourself...



Why Art?

Jot down each of your thoughts on a separate post-it...one item per post-it.

What are the benefits to the arts?

Why do we need the arts in our lives?

What do they do for us?

Why should we teach the arts in school?

- *Why Art?*

○ Move around the room, meet someone new, and share one of your post-its...

- *What are the benefits to the arts?*
- *Why do we need the arts in our lives?*
- *What do they do for us?*
- *Why should we teach the arts in school?*

- Categorize your Post-its...

- How could you categorize these things?

Share your thoughts and categories with a partner.

Combine your thoughts and Label up to five total categories.

- The Arts...

- - teach us how to communicate.
 - lets us tell others about our lives.
 - allow us to express ourselves.
 - help process our emotions.
 - build creative thinking.
 - assist us in dealing with stress.
 - Improves the way we relate to others.
 - connect humanity through time.

- Overarching Common Values & Expectations of the Arts

- The Arts as...

- *Communication*
- *Creative Personal Realization*
- *Culture, History, and Connectors*
- *Means to Well-Being*
- *Community Engagement*

- *Who Do We Teach?*

- Tomorrow's Citizens...?

...Future Artists...?

...Art Supporters?

ART-izens



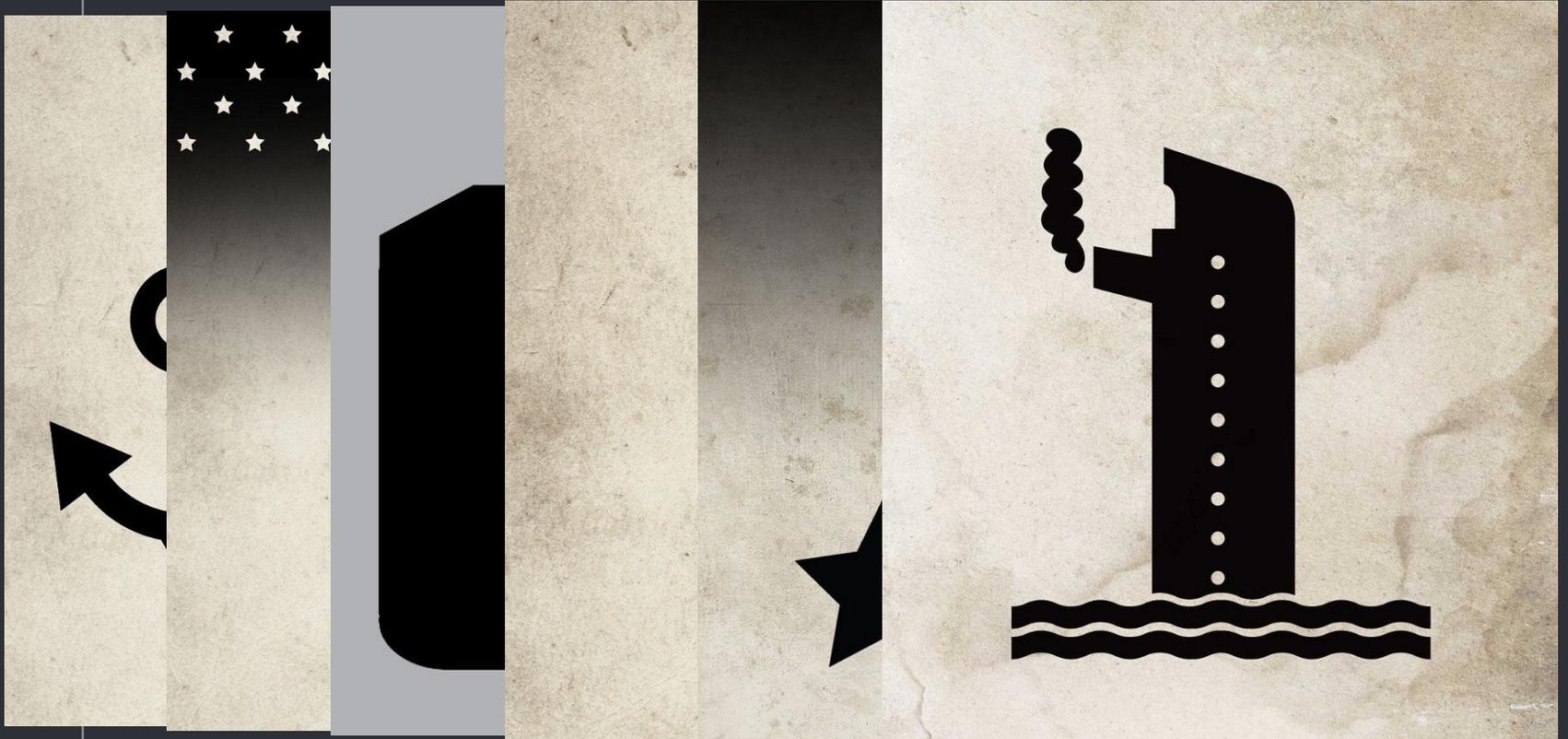
*We value the Arts and the benefits being
artistically literate brings...*



What is Artistic Literacy?

What does it mean to be artistically literate?

- Can you read these images?



- *Artistic Literacy* is...

*The knowledge and understanding
required to participate authentically in
the arts.*

Fluency in the language(s) of the arts is the ability to create, present, respond, and connect through symbolic and metaphoric forms that are unique to the arts.

- *Artistic Literacy .*

- It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

- *Our Values become Our Foundation*

○
Communication

Creative Personal Realization

Culture, History, and Connectors

Means to Well-Being

Community Engagement



The standards provide a **structure** within which educators can give **all children** key arts experiences. Through creative practices, **these experiences** will help them understand what it means to be **artistically literate**, and how that literacy can **enrich their education and lives** with 21st century skills developed **through the arts**.

Philosophical Foundations

Lifelong Goals (Defining Artistic Literacy)

Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

Creative Personal Realization

Artistically literate citizens find at least one art form in which they develop sufficient competence to continue active involvement in that art form as an adult.

Culture, History, and Other Connections

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.

Wellbeing

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.



*What does learning
artistic literacy look like?*

How do we help students meet these lifelong goals?

What learning takes place in the classroom that scaffolds understanding and skill development in these five areas?

- Think about a grade or a course you teach...

*What are you
teaching that meets
these goals?*

<i>Communication</i>	
<i>Creative Personal Realization</i>	
<i>Culture, History, and Other Connections</i>	
<i>Wellbeing</i>	
<i>Community Engagement</i>	



Structure of the Grade Level Expectations

Missouri Learning Standards - Visual Art



*How does Missouri embrace
Artistic Literacy?*

- Missouri Learning Standards - Visual Arts



Missouri Learning Standards – Fine Arts

Visual Art

Revised April 2019

CREATE

1. Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

A.	Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Proficient	HS Accomplished	HS Advanced
Play & Ideation	VA:Cr1A.pk	VA:Cr1A.k	VA:Cr1A.1	VA:Cr1A.2	VA:Cr1A.3	VA:Cr1A.4	VA:Cr1A.5	VA:Cr1A.6	VA:Cr1A.7	VA:Cr1A.8	VA:Cr1A.I	VA:Cr1A.II	VA:Cr1A.III
	Engage in self-directed play with materials	Engage in exploration and imaginative play with materials.	Engage collaboratively in exploration and imaginative play with materials.	Brainstorm, collaboratively, multiple approaches to an art or design problem.	Elaborate on an imaginative idea	Brainstorm multiple approaches to a creative art or design problem	Combine ideas to generate an innovative idea for art-making.	Combine concepts collaboratively to generate innovative ideas for creating art.	Apply methods to overcome creative blocks.	Document early stages of the creative process visually and/or verbally in traditional or new media.	Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on student's existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
National Standards	VA:Cr1.1.Pk.a	VA:Cr1.1.K	VA:Cr1.1.1	VA:Cr1.1.2	VA:Cr1.1.3	VA:Cr1.1.4	VA:Cr1.1.5	VA:Cr1.1.6	VA:Cr1.1.7	VA:Cr1.1.8	VA:Cr1.1.I	VA:Cr1.1.II	VA:Cr1.1.III
Process Standards	2.5	1.1	1.1	1.2	1.2	4.5	1.1	1.1	3.1	4.5	1.1:1.2	3.1	4.2
Content Standards	FA1	FA1	FA1	FA1 FA2	FA1	FA1	FA1 FA2	FA1	FA1 FA2	FA1 FA2	FA1	FA1 FA2	FA1 FA2

STRANDS

The Structure

The structure of the GLEs organizes outcomes within the *artistic process*, or by **STRANDS**, thereby facilitating sequential instruction while also authentically reflecting the way artists think and work.

Strands

Creating

Cr

Pr

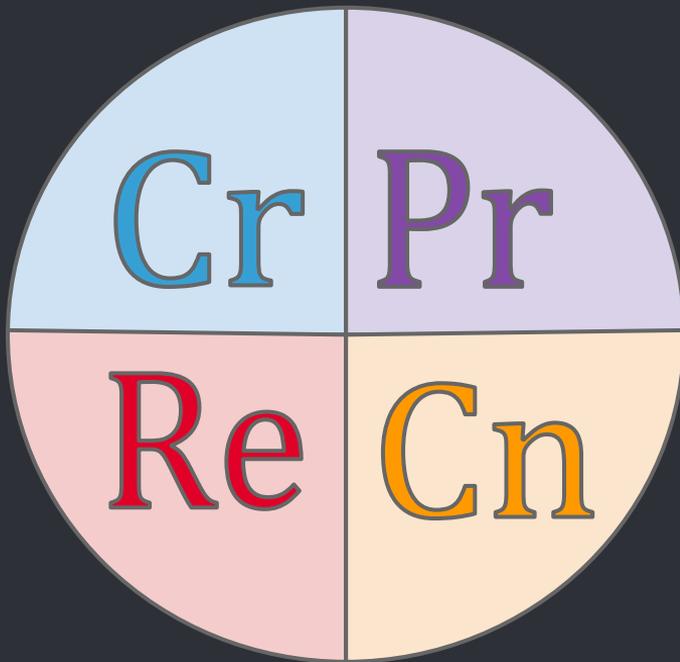
Presenting/
Performing

Re

Cn

Responding

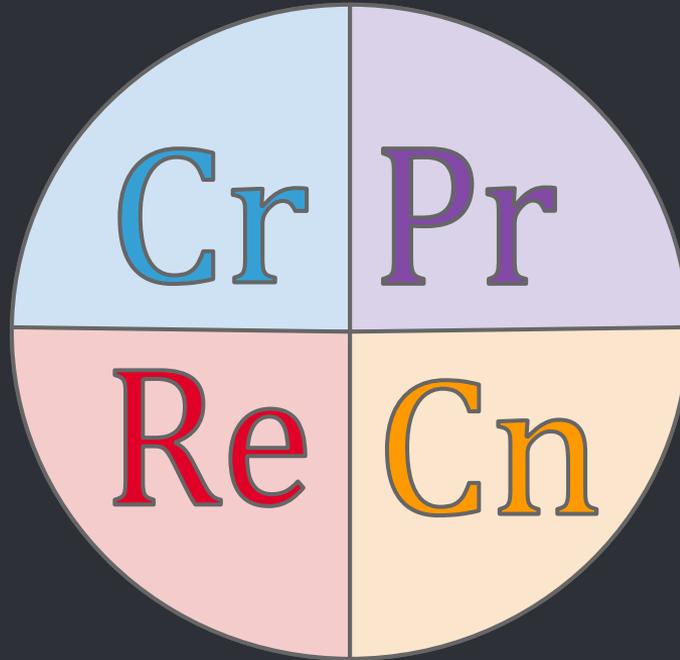
Connecting



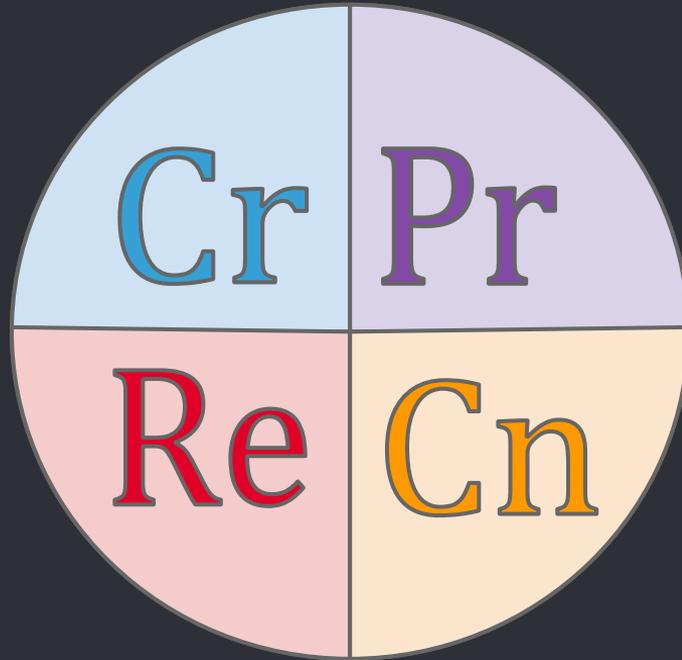
Strands

Creating

Conceiving and developing new artistic ideas and work.



Strands

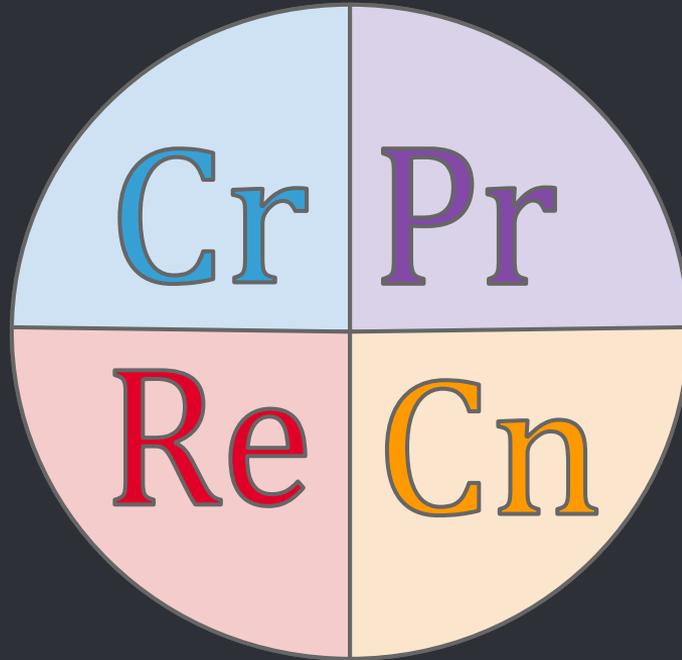


**Presenting/
Performing**
Interpreting and
sharing artistic
work.

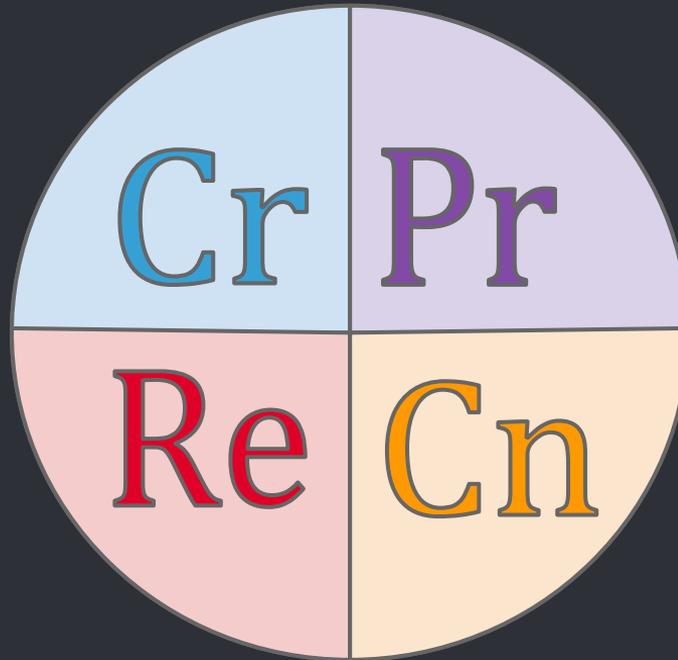
Strands

Responding

Understanding and evaluating how the arts convey meaning.



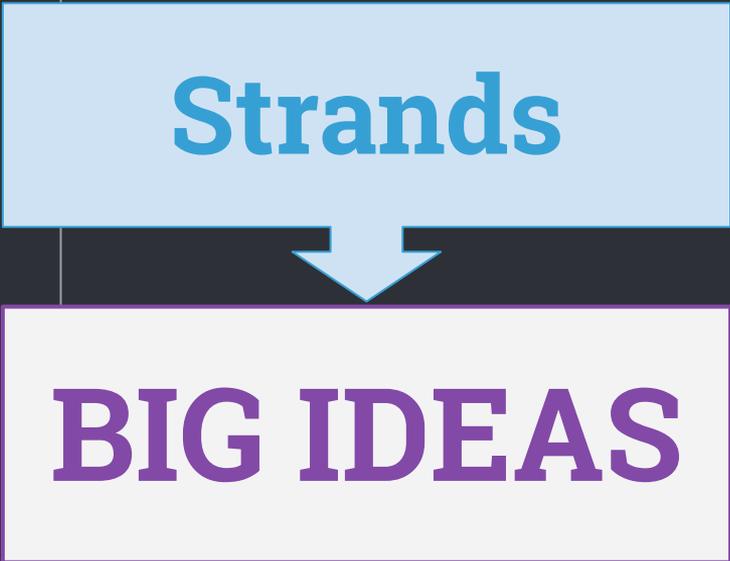
Strands



Connecting

Relating artistic ideas and work with personal meaning and external context.

Strands



BIG IDEAS

The Structure

Strands are then broken into BIG IDEAS, that describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts.

These transfer across grade levels.

Big Ideas:

CREATING	PRESENTING/ PERFORMING	RESPONDING	CONNECTING
Generate and conceptualize artistic ideas and work.	Analyze, interpret, and select artistic work for presentation.	Perceive and analyze artistic work.	Synthesize and relate knowledge and personal experiences to make art.
Organize and develop artistic ideas and work.	Develop and refine artistic techniques and work for presentation.	Interpret intent and meaning in artistic work.	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Refine and complete artistic work	Convey meaning through the presentation of artistic work.	Apply criteria to evaluate artistic work.	

Strands

```
graph TD; A[Strands] --> B[Big Ideas]; B --> C[ENDURING UNDERSTANDINGS/ ESSENTIAL QUESTIONS];
```

Big Ideas

**ENDURING
UNDERSTANDINGS/
ESSENTIAL QUESTIONS**

The Structure

The Big Ideas are supported by ENDURING UNDERSTANDINGS and ESSENTIAL QUESTIONS that help both educators and students organize information, skills and experiences.

Enduring Understandings

Big Idea 5:
Develop and refine artistic techniques and work for presentation.

EU 5.1 Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it

Essential Questions

EU 5.1 Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

EQ: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Strands

```
graph TD; A[Strands] --> B[Big Ideas]; B --> C[Enduring Understandings / Essential Questions]; C --> D[PROCESS COMPONENTS]
```

Big Ideas

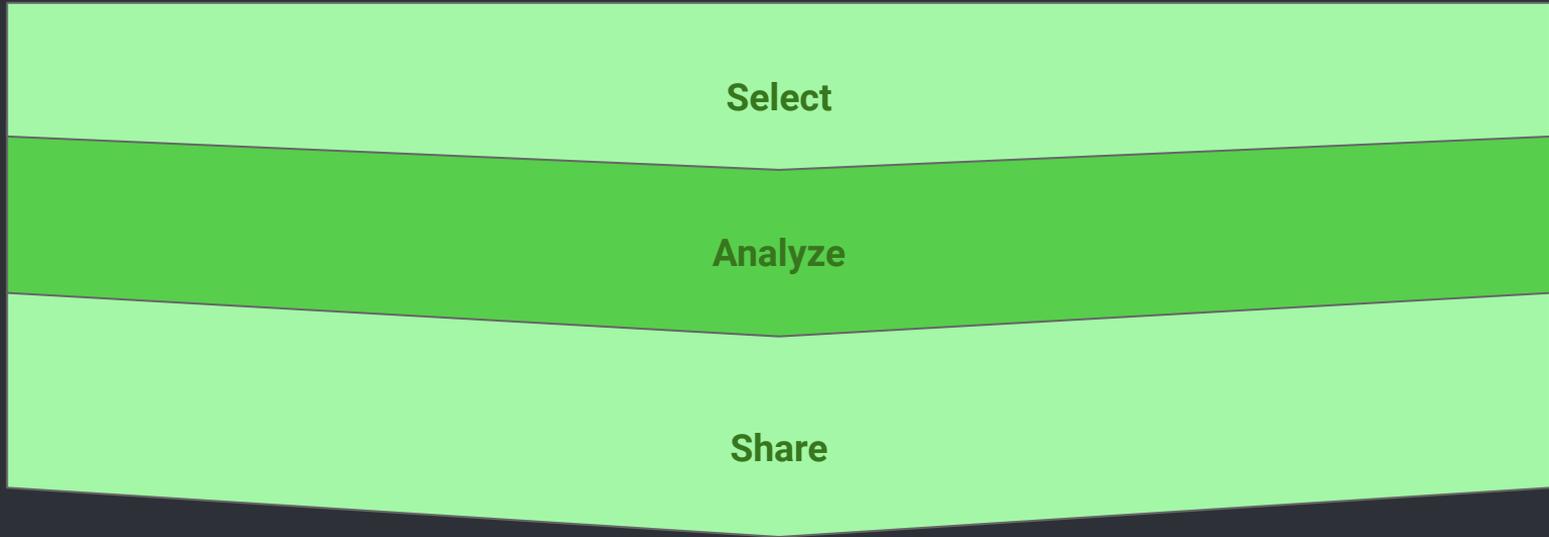
**Enduring Understandings /
Essential Questions**

**PROCESS
COMPONENTS**

The Structure

Each strand and big idea includes a step of the artistic process broken out into PROCESS COMPONENTS that build upon each other.

Process Components



Strands

```
graph TD; Strands[Strands] --> BigIdeas[Big Ideas]; BigIdeas --> EU[Enduring Understandings / Essential Questions]; EU --> PC[Process Components]; PC --> GLE[GRADE LEVEL EXPECTATIONS];
```

Big Ideas

**Enduring Understandings /
Essential Questions**

Process Components

The Structure

GLE's are discipline-specific, grade-by-grade articulations of student achievement that translate the big ideas into specific, measurable learning goals.

**GRADE LEVEL
EXPECTATIONS**

Grade Level Expectations

PRESENTING/PERFORMING:

Develop and refine artistic techniques and work for presentation.

EU 5.1 Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

ANALYZE

An
evalu
reas
an

VA:Pr5A.pKa
Identify places where art may be
displayed or saved.

VA:Pr5A.Ka
Explain the purpose of a
portfolio or collection



BREAK TIME!



Reading the Grade Level Expectations

Missouri Learning Standards - Visual Art

CREATE													
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Strand

Big Idea
(Learner Objective)

Enduring Understanding

Essential Questions

Process Component

Grade Level Expectations
(broken out by grade)

Alignment to Standards

The GLE Template

- Examining the GLE's

- Pick a Process Component and read the Grade Level Expectation horizontally across the preK-12 continuum.

- *What do you notice? Are there themes or topics?*
- *What are students doing within the common topic or theme?*

● *Topics Across the Scope*

Cr 1A

Play / Ideation

Cr1B

Artistic Investigation
(individually &
collaboratively)

Cr2A

Skill Acquisition

Cr2B

Safety/Ethics

Cr2C

Creating Interactions
with Art

Cr3A

Reflection, Choices,
Meaning

Pr4A

Selecting & Presenting
Work

Pr5A

Displaying/Preserving
Work

Pr6A

Museums & Impact of
Viewing

Re7A

Increasing Perception

Re7B

Visual Culture

Re8A

Interpreting Art

Re9A

Evaluating

Cn10A

Connecting Art to the
Local (self &
community)

Cn11A

Connecting Art Through
Time (culture & history)

- Examining the GLE's

- Pick a GRADE LEVEL and read the Grade Level Expectations vertically for that grade.

- *What resonates with you?*
- *What's the same? What is different?*

Examining the GLE's

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Play & Ideation	VA-Cr1A.pKa Engage in self-directed play with materials	VA-Cr1A.k Engage in exploration and imaginative play with materials.	VA-Cr1A.1 Engage collaboratively in exploration and imaginative play with materials.	VA-Cr1A.2 Brainstorm, collaboratively, multiple approaches to an art or design problem.	VA-Cr1A.3 Elaborate on an imaginative idea	VA-Cr1A.4 Brainstorm multiple approaches to a creative art or design problem	VA-Cr1A.5 Combine ideas to generate an innovative idea for art-making.	VA-Cr1A.6 Combine concepts collaboratively to generate innovative ideas for creating art.	VA-Cr1A.7 Apply methods to overcome creative blocks.	VA-Cr1A.8 Document early stages of the creative process visually and/or verbally in traditional or new media.	VA-Cr1A.I Use multiple approaches to begin creative endeavors.	VA-Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork	VA-Cr1A.III Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
Historical Standards	VA-Cr1A.pKa	VA-Cr1A.k	VA-Cr1A.1	VA-Cr1A.2	VA-Cr1A.3	VA-Cr1A.4	VA-Cr1A.5	VA-Cr1A.6	VA-Cr1A.7	VA-Cr1A.8	VA-Cr1A.I	VA-Cr1A.II	VA-Cr1A.III
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Content Standards	PA1	PA1	PA1	PA1 PA2	PA1	PA1	PA1 PA2	PA1	PA1 PA2	PA1 PA2	PA1	PA1 PA2	PA1 PA2

Visual Arts - grade preK

Strand (Artistic Process)	Big Idea (Anchor Standard)	
	Process Components Coding	Missouri Learning Standards (GLEs) - Pre-K
Creating	1. Generate and conceptualize artistic ideas and work.	
	A. Play & Ideation VA-Cr1A.pKa	Engage in self-directed play with materials
	B. Investigation VA-Cr1B.pKa	Engage in self-directed, creative making
	2. Organize and develop artistic ideas and work.	
	A. Skill Acquisition VA-Cr2A.pKa	Use a variety of art-making tools
	B. Safety and Ethics VA-Cr2B.pKa	Share materials with others
C. Creating Interactions with Art VA-Cr2C.pKa	Create and tell about art that communicate a story about a familiar place or object	
3. Refine and complete artistic work.		
Presenting	A. Reflect-Refine-Continue VA-Cr3A.pKa	Share and talk about personal artwork
	4. Select, analyze and interpret artistic work for presentation.	
	A. Select VA-Pr4A.pKa	Identify reasons for saving and displaying objects, artifacts, and artwork
	5. Develop and refine artistic techniques and work for presentation.	
	A. Analyze VA-Pr5A.pKa	Identify places where art may be displayed or saved.
	6. Convey meaning through the presentation of artistic work.	
A. Share VA-Pr6A.pKa	Identify where art is displayed both inside and outside of school	
Responding	7. Perceive and analyze artistic work.	
	A. Perceive VA-Re7A.pKa	Recognize art in one's environment.
	B. Analyze VA-Re7B.pKa	Distinguish between images and real objects
	8. Interpret intent and meaning in artistic work.	
	A. Interpret VA-Re8A.pKa	Interpret art by identifying and describing subject matter.
	9. Apply criteria to evaluate artistic work.	
A. Evaluate VA-Re9A.pKa	Select a preferred artwork.	
Connecting	10. Synthesize and relate knowledge and personal experiences to make art.	
	A. Synthesize VA-Cr10A.pKa	Explore the world using descriptive and expressive words and art making.
	11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	
A. Relate VA-Cr11A.pKa	Recognize that people make art.	



How do these change the way we teach?

- Key Ideas & Shifts

- Highlight your standards...



- **YELLOW** where you see a **shift** from something you've already been teaching.
- **GREEN** where you see something **familiar**.
- **BLUE** where you have **questions**.

Shifting Gears



- Key Ideas & Shifts

- Teaching through play/experimentation & how to generate ideas
- Documenting the process of artistic investigation
- Incorporating contemporary artists/performers, methods, and processes
- Creativity as inclusive, possessed by all

- Key Ideas & Shifts

- Allowing individual choice & building meaning into content
- Asking students to think about their thinking <more metacognition>
- Reflection on: - creative choices, - meaning in a work (of self or others), - context of work
- Making visual culture connections



Building Artistic Literacy

- Building Artistic Literacy

- Artistic literacy requires that students engage in artistic creation processes directly through the use of appropriate materials and in appropriate spaces.

- Authentic Practice through Activities in the Creative Practices

- *Imagine*
- *Investigate*
- *Construct*
- *Reflect*

For authentic practice to occur in arts classrooms, teachers and students must participate fully and jointly in activities where they can exercise the creative practices of imagine, investigate, construct, and reflect as unique beings committed to giving meaning to their experiences.

- Artistic Habits of Mind

- A student engaged in creative practices:
 - **Imagines** a mental image or concept.
 - **Investigates** and studies through exploration or examination.
 - **Constructs** a product by combining or arranging a series of elements.
 - **Reflects** and thinks deeply about his or her work and the choices s/he made.



Investigating an artistic problem...

- How do artist work within limitations?

- - Exploring & investigating artmaking techniques
 - Brainstorming & Planning
 - Create a work of art experimenting with an unusual technique or within a set of limitations



- Imagine - The Power of Art

○ *What is the power of art?*

Think for a moment about the power of art...what does art bring to your life or the lives of others?



The Power of Constraint

- Imagine - Investigate

- You will be creating a model for a sculpture that captures the power of art.

Your sculpture will be put on display outside your school to remind others about the power of art.



- Reflect

- Write an artist statement that explains how the choices you made reflect the theme in your sculpture.

Put your model and statement on display for a gallery walk.

- **VA:Cr1A.3a:** Elaborate on an imaginative idea.
- **VA:Cr1B.3a:** Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art making process.
- **VA:Cr2A.3a:** Create personally satisfying artwork using a variety of artistic processes and materials.
- **VA:Cr2B.3a:** Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
- **VA:Cr3A.3a:** Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- **VA:Pr5A.3a:** Identify exhibit space and prepare works of art including artists' statements for presentation.

- Expanding the Learning

- Looking at the 3rd grade GLE's, what would be some ways to expand this experience that would include additional standards?

● High School

- [VA:Cr1A.IIIa](#): Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
- [VA:Cr2A.IIIa](#): Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Looking at the High School GLE's, what might be some ways to expand this experience that would include additional standards?

● Looking Back...

○ How did this experience embrace the shifts in the new standards?

Visual Art Shifts

- teaching ideation & through play
- documenting the process of artistic investigation
- incorporating contemporary artists, methods, and processes
- individual choice & building in meaning into content
- think about thinking <more metacognition>
- reflection on creative choices, meaning in a work (of self or others), context of work
- visual culture connections
- connecting to art locally
- connecting to art culturally

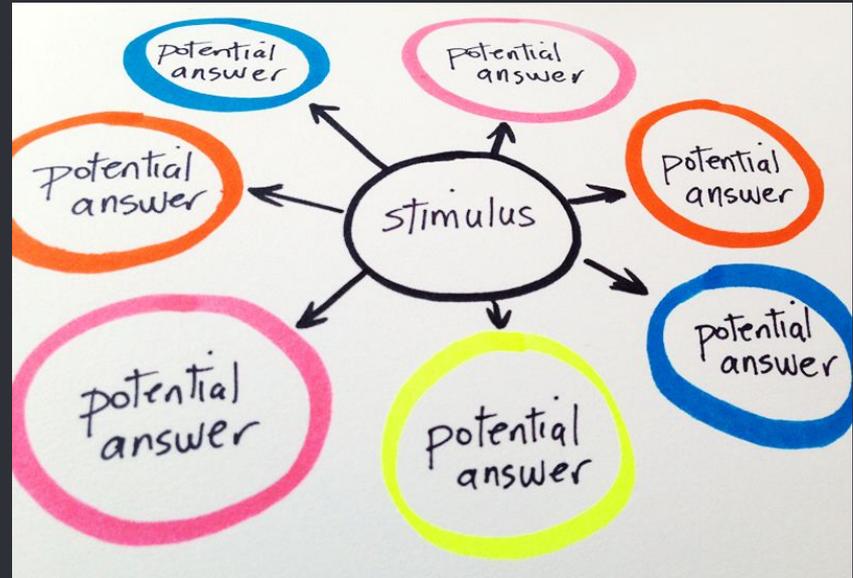
- Creative Practice & Inquiry



We can encourage and motivate students to participate in the creative process through **inquiry**.

Investigating an Artistic Problem

One effective classroom approach to elicit the creative process is to encourage **open-ended responses** by asking essential questions and providing lessons that **allow for more than one solution**.



- Approaches:

- Teacher Directed:

- Product over Process
- Formulaic Themes; Ideas & Images
- Experimentation & Investigation is guided, discouraged, or very limited
- Preset Goals

- Student Directed:

- Process over Product
- Independent Themes, Ideas & Images
- Experimentation & Investigation encouraged
- Develops a line of individual inquiry
- Goals have a variety of approaches



The Inquiry Process

- The 5 E's

Engage

Explore

Explain

Expand

Extend

Researchers Housen & Yenawine argue that when you teach information - whether it is a concept, process, or technique - that is a genuine question of the learner, then it is more likely to be retained.

Also, a summary of research on learning and cognition shows that learning for meaning leads to greater retention and use of information and ideas (Bransford, Brown, & Cocking (2000)).

Students tend to be much more receptive when they see an immediate need and use for the instruction.

● The Inquiry Process *in Visual Art*

○ Engage - Hook students with a juicy question and by exploring interesting works of art.

Explore - Investigate different media & techniques, artists & influences, artworks, ideas.

Explain - Provide specific instruction in short bursts.

Expand - Allow students to explore their own line of inquiry within the topic. Offer additional instruction based on individual needs.

Extend - Connect students to each other and/or to authentic audiences, have them reflect on learning & look ahead.



HS Example:

Communication

“How can we use images to communicate a message?”

- *Evidence of Learning*

- Sketchbook
- Artwork
- Portfolio
- Artist's Statement



Engage



○ Explore



EXPLAIN



○ Expand



Extend

Standards:

VA:Cr1A.1a - Use multiple approaches to begin creative endeavors.

VA:Cr1A.1a - Individually or collaboratively formulate new creative problems based on student's existing artwork.

VA:Pr4A.1a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA:Re7A.1a - Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.

VA:Cn10A.1a - Document the process of developing ideas from early stages to fully elaborated ideas.

VA:Cn11A.1a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.



Kindergarten Example

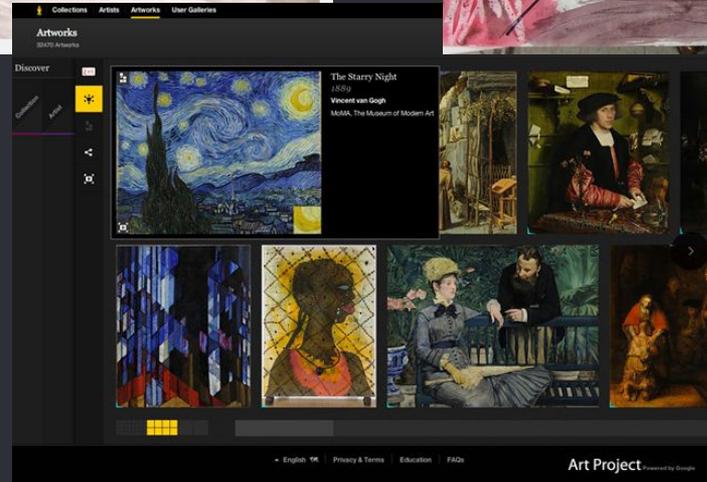
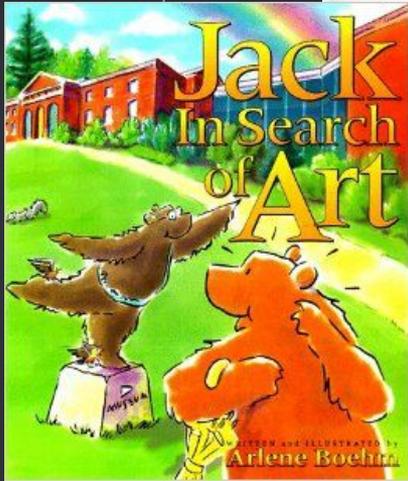
Exploration

**“What does it mean to be
an artist?”**

Art Project

[View project site](#)

THE WORLD'S ART AT YOUR FINGERTIPS



Engage



○ Expand



○ Sky Color



Plan an idea.



Gather Materials.

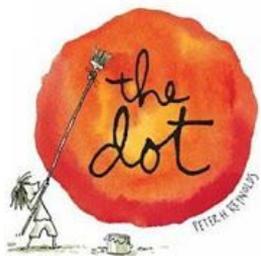


Create artwork.



*Look and think (reflect);
improve (revise);
and complete artwork.*

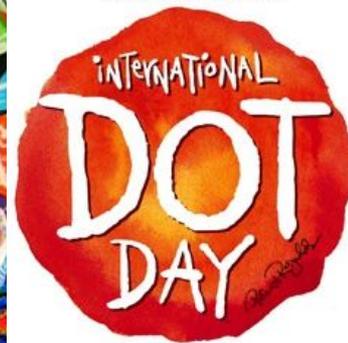
○ Explain



What can you
create with
just a dot?



MAKE YOUR MARK...



SEPTEMBER 15^{th-ish}

Extend

Standards:

VA:Cr1A.Ka - Engage in exploration and imaginative play with materials.

VA:Cr1B.Ka - Engage collaboratively in creative art-making in response to an artistic problem.

VA:Cr2B.Ka - Identify safe and non-toxic art materials, tools and equipment.

VA:Cr2C.Ka - Create art that represents natural and constructed environments.

VA:Pr6AKa - Explain what an art museum is and distinguish how an art museum is different from other buildings.

VA:Re7B.Ka - Describe what an image represents.

VA:Re8A.Ka - Interpret art by identifying subject matter and describing relevant details.

VA:Cn11A.Ka - Identify a purpose of an artwork.



*How might **you** combine these standards to construct units?*



BREAK TIME!



Unpacking Standards



The analysis of standards and indicators to determine exactly what students need to:

- *Know (concepts)—the important nouns*
- *Be able to do (skills)—the verbs*
- *Through a particular context or topic (selected learning activities)*



A person wearing blue jeans is lying on their back on a light-colored wooden floor. They are surrounded by several cardboard boxes. To the left, a stack of three boxes is piled up against a white wall. In the center and right, several boxes are scattered, some open and some closed, with one box partially covering the person's face. The scene suggests a chaotic and overwhelming unpacking process.

- Unpacking Standards doesn't have to feel like this

● Steps to Unpacking Standards:



1. Read the standard.
2. Circle the **verbs**.
3. Underline the nouns and noun phrases.
4. Determine the number of learning targets found within the standards. **1 2 3...**
5. Write as separate learning targets.
 - *Remember to keep the core language intact at all times.*
 - *Do not omit any part of the standard.*



- Unpacking VA:Cr2A.4a

○ Explore and invent artmaking techniques and approaches.

- *How many learning targets are in this standard?* 2
- 1. Explore artmaking techniques and approaches.
- 2. Invent artmaking techniques and approaches.

- Next Steps... *Unwrapping*



Determine the depth of knowledge required of the standard.

- What facts or discrete pieces of knowledge will students need to know?
- What conceptual understandings will they need to understand?
- What specific skills in this context will they learn to do?

- *Four Corners:*

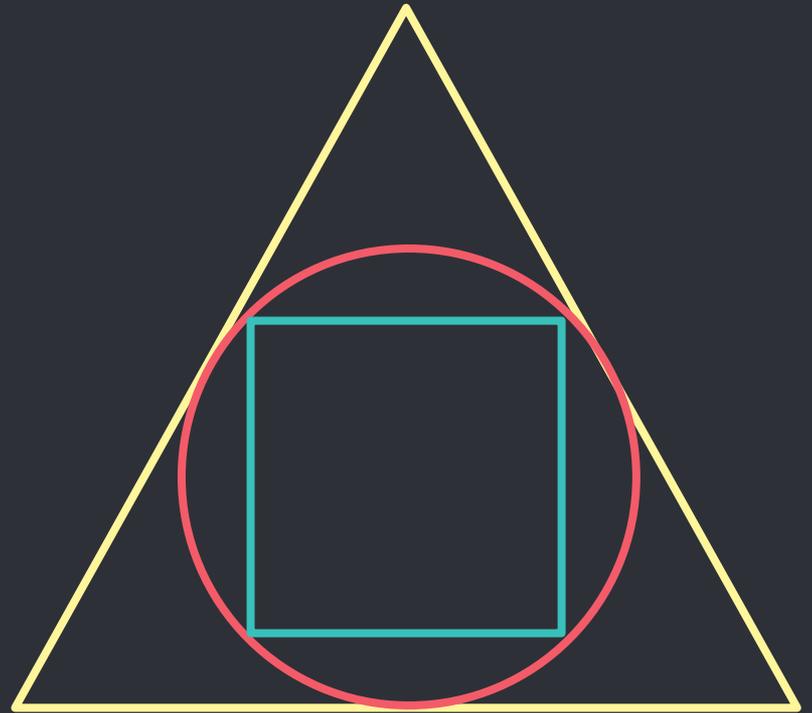
1. Unwrap a standard
2. Design a learning experience that allows students to demonstrate they can meet that standard.
3. Share:
 - The Standard (unpacked)
 - What students will know, understand, and be able to do
 - Description of the Learning Activity

- TAG Peer Review

- **Gallery Walk:** Leave a sticky note...
 - Tell the group something you like
 - Ask the group a question
 - Give the group a suggestion

- Wrapping It Up

- What 3 points from today do you want to be sure to remember?
- What squares with your thinking?
- What questions do you still have?





*Thank You
for being here today!*

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