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| YOUR UNIT’S CONTENT |
|  | I can choose content in my unit that requires me to go deep and grapple with the big idea.  |
|  | I can choose a big idea for my unit that will invite students to play with rich layers and tangents.  |
|  | I can choose and connect content that is relevant to my students’ lives and is age appropriate.  |
|  | I can choose content that offers robust opportunities to meet the Colorado State Visual Art Grade Level Expectations.  |
|  | I can choose artists, artwork, visual culture and other content that will help children dig deep into that big idea.  |
|  METHODS TO HELP STUDENTS UNDERSTAND THE CONTENT |
|  | I can create effective opportunities for my students to research art and/or visual culture to construct understanding about the big idea of the unit.  |
|  | I can introduce ideas through student-centered activities rather than lecture/power point.  |
|  | I can sequence the learning experiences so students build on things they have already just learned or have just done.  |
| METHODS TO HELP STUDENTS INTEGRATE THINKING WITH MAKING |
|  | I can balance "thinking" experiences with “making” with their hands.  |
|  | I can present challenges/prompts/provocations for my students so that their “making” is connected to ideas.  |
|  | I can construct intentionally focused ways for my students to envision and plan their work.  |
|  | I can create effective opportunities for students to get feedback from one another about their work.  |
|  | I can present art projects that allow for choice, divergent paths, and experimentation.  |
|  | I can write learning objectives in age appropriate language.  |
| METHODS TO COMMUNICATE THE INTENTION OF YOUR UNIT TO AN ADMINISTRATOR/COACH/PEER REVIEWER |
|  | I can use correct grammar and spelling.  |
|  | I can describe instructional steps that parse out very specific steps that I envision my students and I will do.  |
|  | I can match Colorado State Visual Art Grade Level Expectations appropriately to my learning objectives.  |
|  | I can envision appropriate indicators (evidence) in this unit that can show how my students are meeting the objectives.  |
|  | I can follow this particular assignment's procedures and protocols professionally.  |
|  | I can list specific, actual resources in detail (artists names, websites, videos, books, artwork, field sites, etc.) |