



# Teaching and Learning in Art Education 2<sup>nd</sup> Ed

## Cultivating Students' Potential from Pre-K through High School

© Debrah C. Sickler-Voigt, PhD



### Deconstructing Objectives and Daily Learning Targets

#### Sample Objective

- Given a demonstration on wire bending and a presentation on Vannoy Streeter's sculptures, the student will create a wire sculpture using assorted wires that measures at least 6" tall and represents an animal, object, or person in their community. The sculpture will show craftsmanship, as well as a balanced and unified design.

#### Sample Learning Targets

- As an artist, I can create a wire sculpture based on a presentation on Vannoy Streeter's sculptures and a demonstration on wire bending.
  - ☐ I can create a wire sculpture that represents an animal, object, or person in my community.
  - ☐ I can form a wire sculpture that measures at least 6" tall.
  - ☐ I can produce a wire sculpture that demonstrates craftsmanship, as well as a balanced and unified design.

#### Objective/Target and The National Visual Arts Standards

- This objective/target includes the acts of *creating* (a wire sculpture), *responding* (to a presentation and demonstration), and *connecting* (as it combines information about the artist with the act of forming a sculpture based on a community animal, object, or person).

#### Objective/Target and Bloom's Domains

- This objective/target relates to the *psychomotor domain* because it calls upon students to move their hands and bodies in specific ways to form an artwork.

#### Objective/Target and Bloom's Taxonomy

- The students will combine *conceptual knowledge* with the cognitive skill *apply* to portray their ideas on community through their creation of a community-inspired wire sculpture.

#### References

- Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). New York, NY: Longman.
- Anderson, T. (1997). Talking with kids about art: A model for art criticism. *School Arts*, 97(1), 21 – 24.
- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals*. Handbook I: Cognitive domain. New York, NY: David McKay.
- National Coalition for Core Arts Standards (2014). *National Core Arts Standards: A conceptual framework for arts learning*. Retrieved from <http://www.nationalartsstandards.org/>