



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

Cultivating Students' Potential from Pre-K through High School

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## MODEL TARGET MAP

### Summative Outcomes for Grading Period #1

Unit 1	Unit 2	Unit 3	Unit 4
<b>Big Idea:</b> Care	<b>Big Idea:</b> Awareness Campaign	<b>Big Idea:</b> Respect	<b>Big Idea:</b> Embracing a Cause
<b>Essential/Guiding Questions:</b> What things do people care about? What are the things I care about? What do they say about me?	<b>Essential/Guiding Questions:</b> Why is it important to bring awareness to certain issues? How can this be achieved through an awareness campaign?	<b>Essential/Guiding Questions:</b> What is respect? What can we teach others about respect?	<b>Essential/Guiding Question:</b> Why do artists and others volunteer their time and services to support causes they care about?
<ul style="list-style-type: none"><li><b>Target:</b> Responding. Visual influences. #VA:Re7.2.</li></ul> <p><b>Outcome.</b> Students created a journal entry that identified the things they care about. In written form, they analyzed how artists' depictions of care can influence our thoughts, emotions, and potential actions about the subject.</p> <p>Proficiency: _____ %</p>	<ul style="list-style-type: none"><li><b>Target:</b> Responding. Relevant criteria. #VA:Re8.1.</li></ul> <p><b>Outcome.</b> Students applied the aesthetic category pragmatism to interpret the various meanings of different awareness campaign advertisements. They interpreted their most relevant characteristics and the visual qualities that set each piece's mood.</p> <p>Proficiency: _____ %</p>	<ul style="list-style-type: none"><li><b>Target:</b> Responding. Evaluate art using criteria. #VA:Re9.1.</li></ul> <p><b>Outcome.</b> Students compared and contrasted the meaning of respect and disrespect presented in a collection of art and visual culture images using aesthetic art ranking. They evaluated these works through analytical art criticism discussions and in written form in their journals.</p> <p>Proficiency: _____ %</p>	<ul style="list-style-type: none"><li><b>Target:</b> Connecting. Collection of ideas. #VA:Cn10.1.</li></ul> <p><b>Outcome.</b> Students analyzed how the big ideas care, awareness, and respect connect to the concept of embracing a cause. They produced a collective mind map that illustrated a contemporary cause their group has embraced and explained why this cause is important to them. Their mind map identified how artists support causes through art.</p> <p>Proficiency: _____ %</p>

Complete performance standards available at [www.nationalartsstandards.org](http://www.nationalartsstandards.org)

## MODEL TARGET MAP CONTINUED

### Summative Outcomes for Grading Period #1

Unit 1	Unit 2	Unit 3	Unit 4
<p>• <b>Target:</b> Creating. Personal experiences. #VA:Cr1.2. <b>Outcome.</b> Students created a collage that represented a personal connection to one or more things they care about. They investigated paper techniques and overlapping processes to enhance their collage's message.</p> <p>Proficiency: _____ %</p>	<p>• <b>Target:</b> Intended message and revision. #VA:Cr3.1. <b>Outcome.</b> Students created an artwork inspired by advertising layouts (such as a magazine cover, ad, billboard, etc.) as part of a personally-driven awareness campaign about an issue that is important to students. The artwork contained a written statement, such as a slogan, to enhance the artwork's message. They applied self- and peer-assessments to determine their effectiveness in communicating their message through visual symbols and made necessary revisions.</p> <p>Proficiency: _____ %</p>	<p>• <b>Target:</b> Creating. New Approaches. #VA:Cr2.1. <b>Outcome.</b> Students created an informational artwork using new/unfamiliar materials, processes, and/or design methods (i.e. a handmade book, educational comic, mapping project, story quilt, graphic novel, etc.) Their artwork contained multiple sections to highlight different aspects of respect through its visual images and text.</p> <p>Proficiency: _____ %</p>	<p>• <b>Target:</b> Creating. Collaborative art using multiple concepts. #VA:Cr1.1. <b>Outcome.</b> Students worked collaboratively to design a unified and innovative artwork that combines the media of their choice to teach about a cause their group has embraced.</p> <p>Proficiency: _____ %</p>
			<p>• <b>Target:</b> Presenting. Plan display. #VA:Pr5.1. <b>Outcome.</b> Students presented their group projects on embracing a cause and other relative artworks in an exhibition space. They planned the flow and design of their exhibition to direct visitors' movements and acquisition of information.</p> <p>Proficiency: _____ %</p>

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