TETAC Guidelines for Arts-Centered Instructional Units

Detailed Criteria for Evaluating Written Arts Curriculum Units

This document offers criteria for an in-depth evaluation of existing arts curriculum units.

**Possible Rating System for each item:**

0-Not present in unit  
1-Some indication of effort to address this, but it is not really addressed  
2-Some evidence of addressing this, but it is not sufficient to sustain student learning and achievement  
3-Adequately addresses this  
4-Addresses this in an exemplary manner

**Design**

Are key unit and lesson components present and clearly indicated?  
Rating:  
Notes:  

Are units centered on works of art or ideas about the arts?  
Rating:  
Notes:  

Are objectives truly outcomes for learning as compared to activities that promote learning?  
Rating:  
Notes:  

Is there diversity in the artworks and artists studied?  
Rating:  
Notes:  

Are developing technologies utilized in a variety of ways that promote effective learning?  
Rating:
Notes:

Are community resources, such as museums, theatres, or resident artists, utilized whenever possible?

Rating:

Notes:

**Unit Foundations**

Does the unit address enduring ideas about the human experience?

Rating:

Notes:

Does the unit address enduring ideas about the arts?

Rating:

Notes:

Does the unit address key concepts and essential questions?

Rating:

Notes:

Are the unit objectives, instructional activities, and assessment tasks aligned?

Rating:

Notes:

Are the unit goals and objectives aligned with local, state, and/or national standards?

Rating:

Notes:

**Content**

Are all four disciplines appropriately developed with enduring ideas about the arts, relevant knowledge, and skills?
Art Production
Rating:
Notes:

Art Criticism
Rating:
Notes:

Art History
Rating:
Notes:

Aesthetics
Rating:
Notes:

Does the unit address sufficiently all the knowledge and skills that need to be taught in order for students to achieve the unit goals and objectives?
Rating:
Notes:

Does the unit address knowledge and skills in logical sequence?
Rating:
Notes:

When concepts/key terms are introduced, are they sufficiently developed?
Rating:
Notes:

Do the enduring ideas, key concepts, and essential questions provide focus and cohesiveness throughout the unit?
Are concepts and skills appropriate for student development levels?

Rating:

Notes:

Are substantive connections between art and other content areas developed as appropriate?

Rating:

Notes:

Are the necessary resources/background materials for teaching the unit listed?

Rating:

Notes:

**Instruction/Pedagogy**

Do activities and questions provide substantive engagement for students?

Rating:

Notes:

Are connections to prior knowledge and skills and real life situations provided?

Rating:

Notes:

Are there assessment expectations for students?

Rating:

Notes:

Are opportunities provided for practice of new skills and concepts?

Rating:
Notes:

Are there opportunities for students to ask questions?
Rating:
Notes:

Are there opportunities for student-directed discussion?
Rating:
Notes:

Are a variety of learning activities provided that allow students to make individual, collaborative, and substantive contributions to the group effort?
Rating:
Notes:

Are opportunities provided for student self-reflection and meta-cognition?
Rating:
Notes:

Are opportunities provided for critical thinking?
Rating:
Notes:

Is there an audience beyond the teacher for student work and responses?
Rating:
Notes:

Are materials appropriate for student developmental levels?
Rating:
Notes:
Assessment

Are enduring ideas, key concepts, and important skills assessed?
Rating:
Notes:

Are specific criteria for assessment tasks used?
Rating:
Notes:

Are assessment tasks relevant and engaging to students?
Rating:
Notes:

Is there evidence of student learning?
Rating:
Notes:

Are there opportunities for student self-assessment?
Rating:
Notes: