

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?

Rating:

Notes:

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: