

## TETAC Guidelines for Arts-Centered Instructional Units

### Glossary

**Assessment:** Method or process used for gathering information for the purpose of evaluation.

**Criteria:** Characteristics by which quality can be judged.

**Enduring ideas:** Ideas that have appeared to be of continual concern to humans at different times and in different cultures; ideas that are taught and re-taught throughout a unit.

**Essential questions:** Questions derived from interpreting artworks in the context of the enduring ideas of a unit.

**Formative assessment:** Evaluation made during the implementation of a program that is directed toward modifying, learning, or improving the program before it is completed.

**Key concept or theme:** Relates to aspects of the human condition such as life cycle, symbol, aesthetic response, time and place, the natural world, work, etc.

**Learning objectives:** What students should be able to know, do, value, or feel at the completion of instruction.

**Meta-cognition:** Thinking about one's own thinking; awareness and understanding of oneself as a learner.

**Pedagogy:** Instruction; the art, science, or profession of teaching.

**Rating scale:** Assessment scale based on a numerical or graphic system for translating judgments of quality or degree.

**Rationale:** A statement that identifies what you are teaching and why you are teaching it.

**Rubric:** A scoring guide that describes student work at various levels of performance.

**Summative assessment:** Comprehensive assessment that evaluates a completed program, procedure, or product.

**Unit:** A sequential set of lessons unified by an enduring idea, key concepts, or essential questions. In a comprehensive arts unit, all four disciplines are appropriately developed with relevant knowledge and skills.