

A spiral-bound notebook with a light-colored, textured cover and a dark brown border. The spiral binding is on the left side.

# What's the Big Idea?

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2008 Summer Institutes

“If you don’t know where you  
are going, how do you know  
when you’ve arrived?”

-Anonymous



# Backward Design Model by Wiggins & McTighe

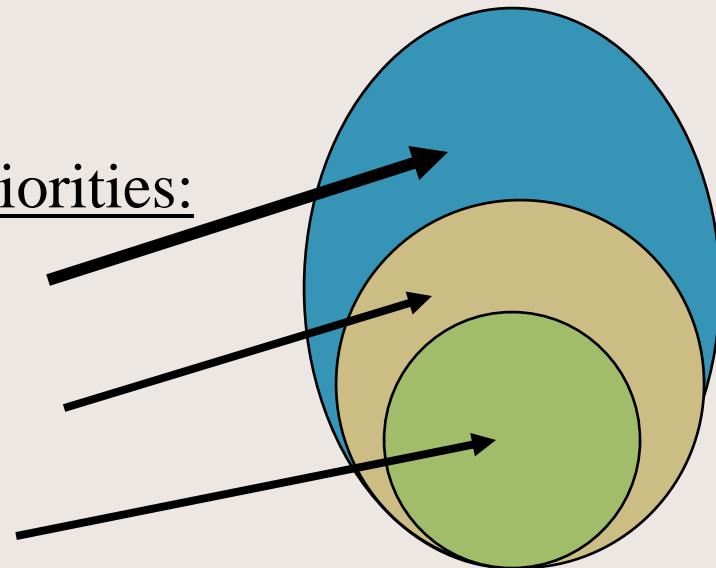
- 1. Identify Desired Learning Results
- 2. Determine Acceptable Evidence
- 3. Plan Learning Experiences & Instruction

## Establishing Curricular Priorities:

Worth being familiar with

Important to know and do

Enduring understanding



# Step 1: Select BIG IDEA

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- A BIG IDEA is a life-centered issue.
- It can be examined from many disciplines.
- It has relevance for people in their lives.
- It is **NOT** about art skills or techniques.

Your Turn! 5 minute activity. Brainstorm a list of possible BIG IDEAS together...



-Ask: Is this topic important to other people?

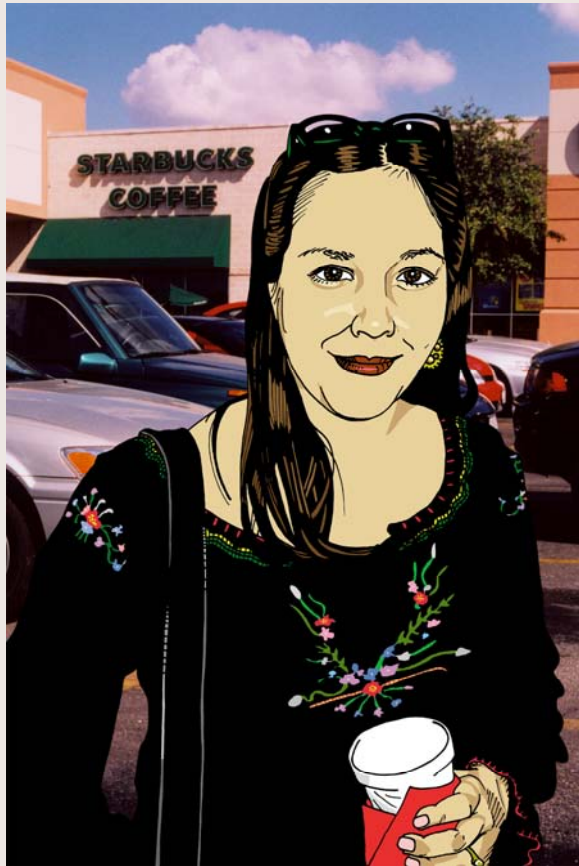
-Ask: Can it be examined from other disciplines?

# Examples of Big Ideas

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- Dreams/Nightmares
- Heroes/Sheroes
- Identity
- Aging
- Power
- Social Justice
- Ritual
- Conflict/Change
- ◆ Relationships
- ◆ Celebration
- ◆ Spirituality
- ◆ Family
- ◆ Materialism
- ◆ Diversity
- ◆ Culture
- ◆ Community

# Identity as a Big Idea



By Ramos

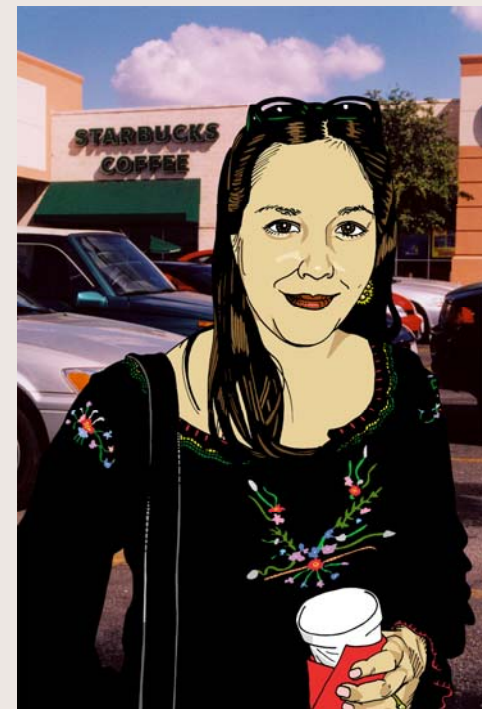



By Jimenez

## Step 2: Develop/List KEY CONCEPTS to investigate your big idea.

These concepts:

- Frame important main ideas about your big idea.
- Ie: Identity is about...





## Step 3: Generate ESSENTIAL QUESTIONS for student investigation.

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- Good EQ's do not have one “right” or final answer. They help students focus on a theme or issue and sets stage for development of higher level thinking skills and problem solving.
- Generate your essential questions from your key concepts....and ask: who , what, where, when, how, or why





## Step 4: Looking at the big picture

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- Consider what fields of knowledge are involved in the investigation of your unit? How are they involved?
- What artist, author, etc.. best exemplifies your Big Idea? How is your artist, author, etc.. related to the unit of study?
- Why is your unit significant to your classroom and students?
- Identify your grade level.
- How will your unit exemplify state mandated goals?

# Hands On Exercise!



“Hi-C Avenger” by Hernandez

# Resources

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- **Curriculum Planning and Big Idea**
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- Jacobs, H. H. (1997). Mapping the big picture: Integrating curriculum & assessment K- 12. Alexandria, VA: ASCD.
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- Wiggins, G. & McTighe, J. (2005). Understanding by design. Alexandria, VA: ASCD.
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- **Art Education Resources**
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- Anderson, T. & Milbrandt, M. (2002). Art for life: Authentic instruction in art. New York, NY: McGraw- Hill.
- 

- Walker, S. R. (2001). Teaching meaning in artmaking. Worcester, MA: Davis.
- 

- **Internet Resources**
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- Association for Supervision and Curriculum Design (organization)

- <http://www.ascd.org/portal/site/ascd/index.jsp/>
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- Big Ideas: An Authentic Education e-journal

- <http://www.authenticeducation.org/bigideas/>
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- Webquests (using technology and Big Ideas in a constructivist manner)

- <http://www.k12.hi.us/~dtisdell/webquest/ssessques.htm>
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- Themes and Essential Questions (social justice, heroes and sheroes, good and evil, etc..)

- <http://www.greece.k12.ny.us/instruction/ela/6-12/Essential%20Questions/Index.htm>
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- Many thanks to the Dallas Museum of Art for allowing us to use the visuals in this PPT.