

Curriculum plan format

Title or Theme: *First page and front cover included your name and the name of the institution, course name and number, as well as the year and grade level for the curriculum.*

Table of contents should include the Overall Goals and Objectives, Materials and Budget, Interdisciplinary connections, Motivation, Vocabulary, and list the units and the lessons in each unit. Each of these sections will be identified by a page number or a tab color, etc.

Overall Goals:

These should be very general, they explain products that are a result, and learning that is attained. (Less than one page).

Ex. The goal of this curriculum is to introduce students to contemporary artists, techniques of painting and drawing, technology, strategies of art criticism, and aesthetics. Throughout the course of the semester students will participate in studio activities, community events, in class discussions, and presentations about different artists. It is my hope that students will learn that art is a powerful part of the culture of contemporary society and that there are many artists who are involved in making the world a better place. I also hope that they will find opportunities to explore various careers in the arts and ways that the arts are presented in our local community.

Objectives:

Refer to hand out from Emphasis Art Chapter 14 for descriptions. This is a difficult section to write. It is important to be specific. (May be a few pages)

Use bullets and action verbs:

Use this sentence to start

STUDENTS WILL:

- Create a portfolio comprised of 12 paintings and drawings, which demonstrates proficiency with a variety of two-dimensional media
- Write one paper about a contemporary artist and present their research to the class
- Participate in discussions and classroom critiques verbally using constructive and appropriate language
- Demonstrate technological proficiency by creating a Power Point presentation featuring their portfolio
- Work collaboratively as a group to create a mural in the community
- Attend workshops presented as part of the artist in the schools project
- Study (with other students in a group of three) the work of three contemporary artists who use their work to make social, cultural, or political statements and demonstrate their knowledge through a classroom presentation
- Study the work of three contemporary artists who use their art to make personal statements and demonstrate their knowledge by creating a brochure using Photoshop that highlights the work of the artists they studied.

Materials and Budget:

This should include not only materials related directly to production but also related to the teaching of the curriculum. This includes lists of books, prints, actual slides, videos, artist's names, etc. This is a budgetary planning tool. It is important to estimate cost per student, for long-term budgetary planning.

Materials should be priced!!!!

Potential Sources/ Suppliers:

Sax

Dick Blick

Utrecht
Nasco
recycling center

Interdisciplinary Connections:

This should refer to ways that this curriculum ties into other subjects, it involves more than simply listing subjects, it must articulate the reasons why these subjects are involved and the ways that connections are made through various lesson plans. (One page)

For example: How does your Curriculum make students learn about science or math or literature-etc

Motivation:

How are you going to make students want to participate in these lessons? **How are you going to make these lessons relevant to their life, needs, ideas, and art-making?**

When students ask why are we doing this what will you say?

This concept is important to consider in the overall curriculum design. Motivation must constantly be reinforced in order to be effective. Your motivational section will contain the philosophy of your curriculum. Each unit should also feature a brief motivation section. (One to two pages)

Vocabulary:

These are “buzz words” that students should understand in order to articulate outcomes, and processes that are involved in lesson plans in correct (professional) language. This section will look like a glossary and will be divided up according to lesson plans and units (undetermined)

UNITS*****

Each unit will be composed of lesson plans and will include a time table that corresponds to the overall scope and sequence. The lesson plans must reflect your philosophy, skills, and a realistic conception of context, production, and

Prepared by Dr. Rachel Williams 2002

physical limitations. These 3 Units must be clearly divided in your final binder using a tab system. Each unit can vary in length from one lesson to three or more lessons. Remember you have to supply instruction for 16 to 18 weeks so make sure each unit will last for 3 to 6 weeks.

Evaluation:

This involves critique questions and procedures, as well as a logical plan for assessment and grading after each unit and at the end of the curriculum. Your evaluation should be tied to your original objectives.

National Standards:

For each unit or lesson write out what national standards are being used

See:

http://artsedge.kennedy-center.org/professional_resources/standards/nat_standards_main.html