



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# **Linking the Connecticut Arts Standards to Practice (Webinar Four)**



# Introductions

- Dr. Melissa K. Wlodarczyk Hickey, Reading/Literacy Director
- Jill Goldberg, Retired K–12 Fine Arts Coordinator, Vernon Public Schools, Arts Education Consultant
- Cindy Parsons, K–12 Director of Visual Arts, Glastonbury Public Schools
- Margaret Fitzgerald, Curriculum Coordinator and Teacher, Brookfield Public Schools



# Webinar Series Goals and Targets

As a result of this Webinar series, you will:

1. Understand the history and background of the Connecticut Arts Standards and Connecticut Arts Model Curricula Work.
2. Build an understanding of the current Connecticut Arts Standards and the associated shifts necessitated by these standards.
3. Engage in the creation of a foundation for standards-based curricula.

[Connecticut State Dept. of Education, ARTS webpage](#)



# Webinar One, Two, and Three Targets

As a result of Webinars One, Two, and Three you:

1. Understand the history and background of the Connecticut Arts Standards.
2. Have engaged in the standards to assist in building an understanding of the standards and the instructional shifts from the previous standards.
3. Began the process of developing a standards-based instructional unit using the Unit Template.
4. Followed the Model District Process by identifying the unit to be developed, writing a brief description and selecting the standards to be addressed.
5. Identified the corresponding Enduring Understandings (EUs) and Essential Questions (EQs).
6. Created learning objectives and outcomes.



# Linking the Connecticut Arts Standards to Practice (Webinar 4) Targets

As a result of Webinar Four, you will:

1. Review the work accomplished previously in this Webinar series.
2. Analyze the unit purpose and alignment to district scope and sequence of student learning objectives.
3. Complete summative assessment and student scoring rubrics.

**National Core Arts Standards Website:**

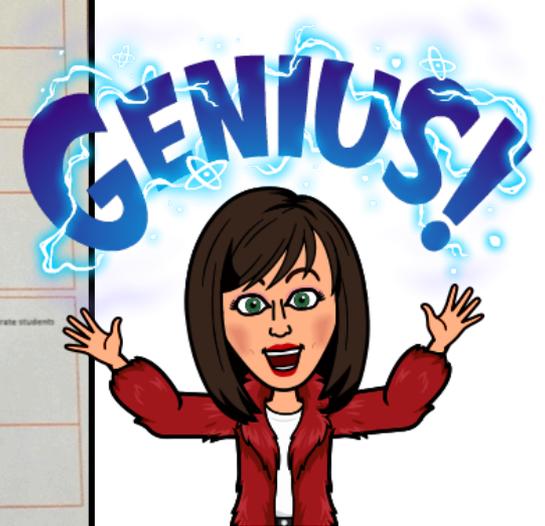
**[www.nationalartsstandards.org](http://www.nationalartsstandards.org)**



# Building a Foundation for Standards-based Curricula Development

## Step 1: UBD Standards Based Unit Development

CAST Model District Unit Template	
Unit Title:	Subject: Grade Level/Course:
Brief Description of Unit:	
Standards: Creating Performing/Presenting Responding Connecting	
Enduring Understanding(s):	Essential Questions:
Knowledge:	Skills:
Learning Objectives:	
Instructional Strategies:	
Resources:	Repertoire/Media & Materials
Academic Vocabulary:	
Differentiation/Modification:	
Assessments: <small>Must link to unit standards and objectives. What evidence will be used to demonstrate students have met the standards and achieved the learning objectives? Formative Assessment Description Summative Assessment** - Use attached template.</small>	
Notes:	



# Building a Foundation for Standards-based Curricula Development

## Step 2: Unit Summative Assessment and Rubrics

CAST SUMMATIVE ASSESSMENT TEMPLATE

CRITERIA/ OBJECTIVES	4 EXEMPLARY	3 PROFICIENT	2 EMERGING	1 DOES NOT MEET STANDARD

# Building a Foundation for Standards-based Curricula Development

## Step 3: Curriculum Scope and Sequence

CAST MODEL DISTRICT CURRICULUM SCOPE and SEQUENCE												
Grade/ Proficiency Level	Knowledge	Skills	Enduring Understandings & Essential Questions	Assessments (Formative & Summative)	Learning Objectives	Content specific vocabulary	Resources Media Repertoire	CT ARTS STANDARDS				*Optional: Other Standards/Goals (District Curriculum Standard or Goal/ I/EO /Idea/Theme/ Common Core...)
								CREATING	RESPONDING	PRESENTING/PRODUCING/ PERFORMING	CONNECTING	
K*												
1												
2												
3												
4												
5												
6												

CAST MODEL DISTRICT CURRICULUM SCOPE and SEQUENCE												
Grade/ Proficiency Level	Knowledge	Skills	Enduring Understandings & Essential Questions	Assessments (Formative & Summative)	Learning Objectives	Content specific vocabulary	Resources Media Repertoire	CT ARTS STANDARDS				*Optional: Other Standards/Goals (District Curriculum Standard or Goal/ I/EO /Idea/Theme/ Common Core...)
								CREATING	RESPONDING	PRESENTING/PRODUCING/ PERFORMING	CONNECTING	
K												
1												
2												
3												
4												
5												
6												



# Connecticut Arts Standards: Building a Foundation for Curriculum Development Standards-Based Instructional Unit Development

<b>Unit Title:</b>	<b>Subject:</b>	<b>Grade Level/ Course:</b>
<b>School/Teachers:</b>		
<b>Brief Description of Unit:</b> Statement pieces-reflecting personal experience		
<b>Standards:</b> <ul style="list-style-type: none"> <li>•Creating</li> <li>•Performing/Presenting:</li> <li>•Responding:</li> <li>•Connecting:</li> </ul>		
<b>EU's</b>	<b>EQ's</b>	
<b>Knowledge</b>	<b>Skills</b>	
<b>Learning objectives/outcomes</b>		

<b>Instructional Strategies</b>	
<b>Resources</b>	<b>Repertoire/Media and Materials</b>
<b>Academic Vocabulary</b>	
<b>Differentiation/Modification:</b>	
<p><b>Assessments:</b> Must link to unit standards and objectives. What evidence will be used to demonstrate students have met the standards and achieved the learning objectives?          Formative Assessment description:          Summative Assessment**          (Use attached Rubrics template)</p>	
<b>Notes:</b>	



# Example of Model Unit (ART) Gr. 2 (CAST Glastonbury Public Schools)

**Unit Title: Monet – Master of Color**

**Grade 2, Art**

Glastonbury Elementary Teachers Lynn Lettieri, Dawn Mistretta

## **Brief Description of Unit: Value/Light and Shadow**

In this unit, students respond to the works of Claude Monet and learn to apply value changes in a series of paintings as observed in a landscape. Students will engage in media/technique experimentation and development of paint mixing skills to develop various values of color through worksheets and observation of simple objects to scaffold understanding. The final series of paintings will reflect changes of value that occur due to weather, time of day, and seasonal changes.

## **Standards:**

- **Creating:**

**VA:Cr3.1.2a** - Discuss and reflect with peers about choices made in creating artwork.

**VA:Cr1.2.1a** - Use observation and investigation in preparation for making a work of art.

- **Connecting:**

**VA:Cn10.1.3a** - Develop a work of art based on observations of surroundings.



# Linking the Connecticut Arts Standards to Practice: EUs

<b>Unit Title: Monet – Master of Color</b>		<b>Grade 2, Art</b>
Glastonbury Elementary Teachers Lynn Lettieri, Dawn Mistretta		
<b>Standards Addressed in this Unit:</b> <ul style="list-style-type: none"><li>• Creating: <b>VA:Cr3.1.2a</b> - Discuss and reflect with peers about choices made in creating artwork. <b>VA:Cr1.2.1a</b> - Use observation and investigation in preparation for making a work of art.</li><li>• Connecting: <b>VA:Cn10.1.3a</b> - Develop a work of art based on observations of surroundings.</li></ul>	<b>Enduring Understanding(s):</b> <ul style="list-style-type: none"><li>• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising on, and refining work over time.</li><li>• Through artmaking people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li></ul>	



# CAST MODEL DISTRICT UNIT TEMPLATE - Aligning Standards, EU's and EQ's

<b>Unit Title: Monet – Master of Color</b>		<b>Grade 2, Art</b>
Glastonbury Elementary Teachers Lynn Lettieri, Dawn Mistretta		
<b>Standards Addressed in this Unit:</b> <ul style="list-style-type: none"><li>• <b>Creating:</b><ul style="list-style-type: none"><li>VA:Cr3.1.2a - Discuss and reflect with peers about choices made in creating artwork.</li><li>VA:Cr1.2.1a - Use observation and investigation in preparation for making a work of art.</li></ul></li><li>• <b>Connecting:</b><ul style="list-style-type: none"><li>VA:Cn10.1.3a -Develop a work of art based on observations of surroundings.</li></ul></li></ul>		
<b>Enduring Understanding(s):</b> <ul style="list-style-type: none"><li>• Artists and designers develop excellence through practice and constructive critique, reflecting on, revising on, and refining work over time.</li><li>• Through artmaking people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</li></ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What role does persistence play in revising, refining and developing work?</li><li>• How does making art attune people to their surroundings?</li></ul>	



# Standards-based Instructional Unit

The focus of the Standards-based Instructional Unit is to be on the **PURPOSE** and the **WHY** to student learning.



Learning Objectives align with the Performance Standards and measure what we want students to know and be able to do.

# Learning Objectives/Outcomes

What we want students to know and be able to do

ARTICULATED and MEASURABLE

Learning objectives are a way to establish and articulate expectations for students so they know precisely what is expected of them. When learning objectives are clearly communicated to students, the reasoning goes, students will be more likely to understand and achieve expectations. Conversely, when learning objectives are absent or unclear, students may not know what's expected of them, which may then lead to confusion, frustration, or other factors that could impede the learning process.

*From: [The Glossary of Education Reform](#) by [Great Schools Partnership](#)*





## Learning Objectives

What do we want students to know and to be able to do as a result of our instruction?

### Action One

- **Knowledge** - Identify the **nouns** in the Standards
- **Skills** - Identify the **verbs** in the Standards

# Grade 3 Art Unit Sample

## Brief Description of Unit:

Following the introduction and study of various types of landscapes and artists, students will *select* and *create* a landscape composition and subject of their choice. Students will be provided opportunities to *experiment* with a variety of tools with which paint can be *applied* to paper. They will complete their landscape into a painting using two or more tools of their choice.

## STANDARDS:

### Creating:

VA: Cr1.2.3 - *Apply* knowledge of available resources, tools, and technologies to *investigate* personal ideas through the art-making process.

VA: Cr2.2.3 - *Demonstrate* an understanding of the safe and proficient use of materials, tools and equipment for a variety of artistic processes.

### Responding:

VA: Re7.1.3 - *Speculate* about processes an artist uses to create a work of art.

VA: Re8.1.3 - *Interpret* art by *analyzing* use of media to *create* subject matter, characteristics of form, and mood.



# High School Art Example from CAST Model Unit – Advanced Portfolio

**Brief Description of Unit:** Students will **create** a series of mixed media representations of their identities, personal experiences, and their impression of themselves in the context of their place (culture). **Imagery** will **include** a figure and ground.

## ***Creating:***

Va.Cr1.2.IIIa **Choose** from a range of materials and methods of traditional and contemporary practices, **following or breaking** established conventions, to **plan the making** of multiple works of art and design **based** on a theme, idea, or concept.

## ***Responding:***

Va.Re.7.2.IIIa **Determine** the commonalities within a group of artists or visual images **attributed** to a particular type of art, timeframe, or culture.

## ***Connecting:***

Va.Cn10.1.IIIa **Synthesize** knowledge of social, cultural, historical, and personal life with art-making approaches to **create** meaningful works of art or design.



# Grade 4 Music Unit Sample

## Brief Description of Unit:

Grade 4 General Music students will *investigate* form and patterns in music over the course of this six lesson unit. Students will *explore and apply* these form and patterns through scaffolded learning experiences *using* multiple modalities including movement, composition, listening and performance. Students will have opportunities for peer and teacher feedback through the course of this unit. Students will use their knowledge of form and patterns to *create compositions* and *perform* them for their peers on classroom instruments.

## STANDARDS:

Creating: CR:2.1.4a *Demonstrate* selected and organized musical ideas for an *improvisation, arrangement, or composition* to express intent, and explain connection to purpose and context.

### CR3.1.4

*Evaluate, refine, and document* revisions to personal music, *applying* teacher-provided and collaboratively developed criteria and feedback to *show improvement* over time.

### Performing/Presenting:

PR:4.2.4a *Demonstrate* understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

### Responding:

RE:7.2.4a Demonstrate and *explain* how responses to music are informed by the structure, the *use* of the elements of music, and context (such as social and cultural)



Action One: Identify Knowledge (Nouns) and Skills (Verbs) found in the standards

## Visual Art Standard: Cr1.2.3

*Apply* knowledge of available resources, tools, and technologies to *investigate* personal ideas through the art-making process.

<b>Knowledge: Standards</b> Identify the nouns in the standards	<b>Skills: Standards</b> Identify the verbs in the standards
<u>Knowledge, resources, tools, technologies, personal ideas, art-making process</u>	<b>Apply, investigate, plan</b>



Action One: Identify  
 Knowledge (Nouns) and Skills (Verbs) found in the standards

### Music Standard: CR3.1.4

*Evaluate*, *refine*, and *document* revisions to personal music, *applying* teacher-provided and collaboratively developed criteria and feedback to *show improvement* over time.



Knowledge: Standards Identify the nouns in the standards	Skills: Standards Identify the verbs in the standards
<u>Revisions to personal music, criteria, feedback (both teacher provided and collaboratively developed)</u>	<i>Evaluate, refine, document, apply, show improvement, create, respond</i>

Action Two: Identify Unit Knowledge (Nouns) and Skills (Verbs) found in the standards

**Sample: Standard: VA: Cr1.2.3-** Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process

<p><b>KNOWLEDGE: Standards</b>          Identify the <u>nouns</u> in the standards: resources, tools, technologies, personal ideas, art-making process</p>	<p><b>SKILLS: Standards</b>          Identify the <u>verbs</u> in the standards:          **Also draw from the Process Components that are aligned with the Artistic Processes**          Apply, investigate          Plan, make (from the Process components)</p>
<p><b>Brief Description:</b> Following the introduction and study of various types of <u>landscapes</u> and <u>artists</u>, students will <u>select and create</u> a <u>landscape composition</u> and <u>subject</u> of their choice. Students will be provided opportunities to <u>experiment</u> with a <u>variety of tools</u> with which <u>paint</u> can be <u>applied</u> to paper. They will complete their <u>landscape</u> into a <u>painting</u> using two or more <u>tools</u> of their choice.</p>	
<p><b>KNOWLEDGE: Unit</b>          Identify the <u>nouns</u> in the unit:  <u>Painting techniques, a variety of painting tools, personal ideas, understanding, landscape, spatial relationships.</u></p>	<p><b>SKILLS: Unit</b>          Identify the <u>verbs</u> in the unit:  <u>Apply, investigate, demonstrate, paint</u></p>



# Action Two: Identify **Unit**

Sample nouns and verbs identified from the High School Art  
Example shown in slide 17.

<p><b>KNOWLEDGE: Standards</b> <u>Identify the <i>nouns</i></u> in the standards: <u>Materials, methods,</u> <u>conventions, works, theme, idea, concept, visual</u> <u>and material culture, commonalities, type of art,</u> <u>timeframe, meaningful art, personal-life</u></p>	<p><b>SKILLS: Standards</b> <u>Identify the <i>verbs</i></u> in the standards: <b>**Also draw from the Process Components that are aligned with the Artistic Processes**</b> <i>Choose, make, demonstrate, define, shape, enhance,</i> <i>inhibit, empower, determine, synthesize, create</i></p>
<p><b>Brief Description:</b> Students will <i>create</i> a <u>series of mixed media representations</u> of their <u>identities, personal experiences, and their impression of themselves</u> in the <u>context of their place (culture)</u>. <i>Imagery</i> will <i>include</i> a <u>figure and ground</u>.</p>	
<p><b>KNOWLEDGE: Unit</b> Identify the <u>nouns</u> <u>Arrange, select, combine,</u> <u>appropriate, reclaim,</u> <u>translate, develop</u></p>	<p><b>SKILLS: Unit</b> Identify the <i>verbs</i>: <i>Identity, life experience, series,</i> <i>emotional currency, significance,</i> <i>identify, emotional/physical</i> <i>quality, communication, evolution</i></p>



# Action Two: Identify Unit Knowledge (**Nouns**) and Skills (**Verbs**)

**Sample: Standard: MU: CR3.1.4-** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.

<p><b>KNOWLEDGE: Standards</b> <u>Identify the <i>nouns</i></u> in the standards: Personal music composition, criteria, feedback (both teacher provided and collaboratively developed)</p>	<p>Artistic Processes** (from the Process components) <b>SKILLS: Standards</b> <u>Identify the <i>verbs</i></u> in the standards: Evaluate, refine, document, apply, show improvement, demonstrate, create, respond, plan</p> <p>**Also draw from the Process Components that are aligned with the Artistic Processes** (from the Process components)</p>
<p><b>Brief Description:</b> Grade 4 General Music students will <b>investigate patterns and form in music</b> over the course of this six lesson unit. Students will <b>explore</b> and <b>apply</b> these forms and patterns through scaffolded <b>learning experiences in multiple modalities</b> including <b>movement, composition, listening to selected music examples using purposeful movement, manipulatives, listening maps and student performance</b>. Students will receive <b>peer feedback</b> on their level of understanding during class time over the course of this unit. The summative assessment will be a <b>student created musical composition</b> using specific teacher given criteria to be <b>performed</b> on classroom instruments of the student's choice.</p>	
<p><b>KNOWLEDGE: Unit</b> Identify the <u>nouns</u> in the unit: <b>Patterns and form in music, learning experiences in multiple modalities, peer feedback, student created musical composition, selected music examples</b></p>	<p><b>SKILLS: Unit</b> Identify the <u>verbs</u> in the unit: <b>Investigate, explore, apply, movement, composition, listening, performance, responding, demonstrate understanding</b></p>



# Writing Learning Objectives

## Learning Objective Formula

Students will know **Nouns...** + **Verbs ...** be able to....skills...  
=  
Learning Objective

1. Write corresponding knowledge - **nouns** and skills **verbs** that you want students to know and be able to do from the unit.
2. Combine the knowledge **nouns** and skills **verbs** to write the learning objective (outcome).



## Jill's Learning Objective Example from Grade 3 Art

Students will:

- *Investigate* and *demonstrate* a variety of painting tools;
- *Apply* a variety of painting techniques for personal ideas;
- *Demonstrate* an understanding of spatial relationships in landscape; and
- *Interpret* a variety of landscape subjects to *select and apply* to landscape painting.



## Cindy's Learning Objective Example from High School Art Unit

Students will:

- Be able to identify and select *significant personal life experiences* which define *unique identity* to be used as conceptual foundation;
- Demonstrate *ability* to translate *emotional qualities of experience* into *physical qualities of materials*;
- Students will be able to select, combine, reclaim, and arrange *materials* to create *series of related works*;  
and
- Demonstrate *understanding of visual culture's development and evolution* through *life experience*.



## Margaret's Learning Objective Example from Grade 4 Music

Students will:

- *Investigate* and *demonstrate understanding* of patterns and form in music;
- *Apply and explore form* through *listening* and *responding* to selected music;
- *Create and present musical responses* through *purposeful movement and use of listening maps/manipulatives* that *demonstrate* an understanding of patterns and form in music; and
- *Create* a musical composition using teacher selected criteria to *demonstrate understanding* of patterns and form in music.



Landscape sample with each component completed to date.....

Unit Title: Landscape painting	Subject: Visual Art	Grade Level/Course: 3
<p><b>Brief Description of Unit:</b> Following the introduction and study of various types of landscapes &amp; artists, students will select and create a landscape composition &amp; subject of their choice. Students will be provided opportunities to experiment with a variety of tools with which paint can be applied to paper. They will complete their landscape into a painting using 2 or more tools of their choice.</p>		
<p><b>Standards:</b></p> <p><b>Creating:</b> VA: Cr1.2.3- Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. VA: Cr2.2.3-Demonstrate an understanding of the safe &amp; proficient use of materials, tools &amp; equipment for a variety of artistic processes.</p> <p><b>Performing/Presenting:</b></p> <p><b>Responding:</b> VA: Re7.1.3-Speculate about processes an artist uses to create a work of art. VA: Re8.1.3-Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p> <p><b>Connecting:</b></p>		
<p><b>Enduring Understanding(s):</b> Artists &amp; designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p>Individual aesthetic &amp; empathetic awareness developed through engagement with art can lead to understanding &amp; appreciation of self, others, the natural world, and constructed environments.</p> <p><b>District Goal:</b> Students will demonstrate critical thinking and problem solving skills.</p>	<p><b>Essential Questions:</b></p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>How does learning about art impact how we perceive the world?</p>	



# Building a Foundation

## Step 2: Unit Summative Assessment & Rubrics

CAST SUMMATIVE ASSESSMENT TEMPLATE

CRITERIA/ OBJECTIVES	4 EXEMPLARY	3 PROFICIENT	2 EMERGING	1 DOES NOT MEET STANDARD

REMEMBER.... Using “Backwards Design” (UBD) we must define what students will know & be able to do and to what level of achievement!



# Assessment



## Summative Assessments

- Evaluate student learning at the end
- Typically scored and graded (e.g., tests, assignments, or projects)

## Formative Assessments

- In-process evaluations of student learning
- Typically administered multiple times during a unit, course, or academic program.
- Provides educators in-process feedback
- Not scored or graded (e.g., quizzes, questioning techniques, in-class discussions with students)

# Step 2: Unit Summative Assessment and Rubrics

**Learning Objectives**



Criteria/ OBJECTIVES	4 Exemplary	3 Proficient	2 Emerging	1 Does Not Meet Standard
Investigate & demonstrate a variety of painting tools.				
Apply a variety of painting techniques for personal ideas.				

CAST SUMMATIVE ASSESSMENT TEMPLATE

CRITERIA/ OBJECTIVES	4 EXEMPLARY	3 PROFICIENT	2 EMERGING	1 DOES NOT MEET STANDARD



# RUBRICS

## What is a rubric?

*A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.*



From: How to Create and Use Rubrics for Formative Assessment and Grading  
by Susan M. Brookhart

[www.ascd.org](http://www.ascd.org)



# Rubrics

<b>CRITERIA/ OBJECTIVES</b>	<b>4 EXEMPLARY</b>	<b>3 PROFICIENT</b>	<b>2 EMERGING</b>	<b>1 DOES NOT MEET STANDARD</b>
Investigate and demonstrate a variety of painting tools		Student applied two different paint tools		
Apply a variety of painting techniques for personal ideas		Student attained two different textures as a result of different paint tools		
Demonstrate understanding of Spatial relationships in landscape		Student included foreground, middleground and background in landscape composition.		
Interpret a variety of landscape subjects to select and apply to landscape painting		Three planning sketches, each of a different landscape subject		



# Rubrics

<b>CRITERIA/ OBJECTIVES</b>	<b>4 EXEMPLARY</b>	<b>3 PROFICIENT</b>	<b>2 EMERGING</b>	<b>1 DOES NOT MEET STANDARD</b>
Investigate and demonstrate a variety of painting tools	More than 2...	Student applied two different paint tools		
Apply a variety of painting techniques for personal ideas	More than 2...	Student attained two different textures as a result of different paint tools		
Demonstrate understanding of Spatial relationships in landscape	And... objects placed in appropriate size scale to F, M & B	Student included foreground, middleground and background in landscape composition.		
Interpret a variety of landscape subjects to select and apply to landscape painting	More than 3...	Three planning sketches, each of a different landscape subject		

# Formative Assessment Example

## Grade 2- Monet- Master of Color Worksheet (Formative Assessment)

	First Picture	Second Picture
What is the Season?		
What is the weather today?		
Do you see shadows today?		
Describe the colors you used today		
Describe how you mixed colors to show value		

Take a picture of today's work in the SeeSaw app on your Ipad.

Describe your artwork in the 2<sup>nd</sup> picture. Compare it to your 1<sup>st</sup> one that you did last time. Share the changes you noticed and included in your work below.

Make a Venn Diagram to Compare/Contrast the two drawings.

What will you change to improve your colors and value for your final painting?



# Summative Assessment

## Grade 2- Monet- Master of Color Rubric (SUMMATIVE ASSESSMENT)

CRITERIA/ OBJECTIVES	4 EXEMPLARY	3 PROFICIENT	2 EMERGING	1 DOES NOT MEET STANDARD
observe to develop paint mixing techniques to produce a variety of values	correctly observes and develops appropriate values that gradient evenly on the value scales	correctly observes and develops appropriate values on the value scales	mixes colors a makes some appropriate value changes on the value scales	mixes colors with minimal change in value or inaccurately completes value scales
understand that process of experimentation and practice of art making techniques informs decision making	understands and applies color mixing skills to mini paintings accurately applying appropriate and subtle values	understands and applies color mixing skills to mini paintings accurately applying appropriate values	uses color mixing skills on mini paintings using some accurately observed values	minimally uses color mixing skills on mini paintings to show value
understand that peer feedback and reflection informs choices in the development of a work of art	Meaningfully reflects and applies peer feedback to make realistic color changes to improve value subtleties in final painting	Reflects and applies peer feedback to make accurate value changes to improve final painting	Reflects and applies peer feedback to make technical value changes to improve final painting	Doesn't reflect or use peer feedback to improve value in final painting
develop observational skills of value in a landscape that will lead to a series of paintings	develops value paintings through observation that are accurate and create form within the landscapes	develops value paintings through observation that match the value in the landscapes	observes to mix value but application to show value in the landscapes are inconsistent	mixes values but application to show value in the landscapes are incorrect



# Summative Assessments

## Grade 2- Monet- Master of Color Rubric

CRITERIA/ OBJECTIVES	4 EXEMPLARY	3 PROFICIENT	2 EMERGING	1 Does not meet
understand that peer feedback and reflection informs choices in the development of a work of art	Meaningfully reflects and applies peer feedback to <u>make realistic color</u> changes to improve value <u>subtleties</u> in final painting	Reflects and applies peer feedback to <u>make value</u> <u>changes to</u> <u>improve</u> final painting	Reflects and applies peer feedback to make <u>technical</u> <u>value</u> changes with limited improvement to final painting	Feed-back was not used to improve value in the final painting



# General Music Grade 4 Rubric

CRITERIA/ OBJECTIVES	4 EXEMPLARY	3 PROFICIENT	2 EMERGING	1 DOES NOT MEET STANDARD
Investigate and demonstrate understanding of pattern (motifs) and form in music through the use of manipulatives.	Students can correctly show the form of all 4 chosen musical examples and can accurately identify rhythmic and melodic motifs.	Students can correctly show the form of all 4 chosen musical examples and can accurately identify rhythmic motifs.	Students can correctly show the form in at least 2 of the chosen musical examples and can identify one rhythm motif that occurs twice.	Students cannot depict the musical form or motifs.
Apply and explore form through listening and responding to selected music	Student generated responses clearly identify the correct form in all examples and make the connection of form to music of their choice.	Student generated responses clearly identify the correct form in all 4 examples. (ABA, ABACA, Theme and variations, use of coda)	Student generated responses identify the correct form in at least 2 examples. (ABA, ABACA, Theme and variations, use of coda)	Students responses are confusing and do not show the correct form for any given example.
Create/present musical responses through purposeful movement/listening maps/manipulatives to demonstrate an understanding of form and patterns in music.	Student creations clearly demonstrate their target form and incorporate the rhythmic motifs in their presentation.	Student creations clearly demonstrate their target form and highlight the rhythmic motifs used.	Student creations are somewhat disorganized with some clarity of form and highlight one rhythmic motif used.	Student creations are unorganized with no clear indication of form or rhythmic motifs.
Create a music composition using teacher selected criteria to demonstrate understanding of form and patterns in music.	Student composition clearly shows selected form with definite patterns in rhythmic and melodic content.	Student composition clearly shows selected musical form with definite patterns in rhythm content.	Student composition shows an attempt to adhere to selected musical form with some mistakes. It has at least one rhythmic pattern that is not developed much.	Student composition is disjunct and has no discernable form or rhythmic patterns.

# Instructional Plan/ Instructional Strategies

How will we get students to achieve the Learning Objectives?

How will we design our Instructional Plan to lead students to successfully meet the Learning Objectives and highest benchmarked levels of achievement?

## Backwards Design

Instructional Sequence

Scaffolding

Instructional Activities

Student Discourse

Dispositions- Critical Thinking



# Next Steps:

To continue the Standards-Based Instructional Unit and curriculum writing process our next Webinars will assist you with:

- Instructional sequence and learning activities;
- Resources, repertoire, media/materials, differentiation/modification, academic vocabulary, formative assessments; and
- District scope and sequence.



Important stuff!



# Connecticut Arts Institute 2020

## DESIGNING STANDARDS-BASED TEACHING AND LEARNING

*Leadership Training for Future Arts Leaders*

Monday, July 6 – Thursday, July 9, 2020 9:00 AM – 3:00 PM  
at University of Hartford, West Hartford, Connecticut

### OPEN TO ALL ARTS EDUCATORS AND ADMINISTRATORS

**Art Educators and program leaders will work in supportive, collaborative environment, providing opportunities to:**

- Designing District Curriculum
- Creating Standards-Based Units and Strands of Instruction
- Analyzing and Assessing Student Learning
- Scaffolding and Sequencing Grade Level Skills and Concepts
- Collaborating and Working in Teams at Beginning, Intermediate and Advanced stages of Curriculum Development.
- Sharing Best Practices with Arts Educators from Around the State

### Participants Can Choose from Three Different Tracks

1. Create district or building level curriculum
2. Practical applications of instruction and assessment aligned with the National Core Standards and teacher evaluation expectations
3. Leadership training for future and current arts leaders seeking ideas and solutions

For details and registration, follow link: [2020 Connecticut Arts Institute](#)





If you have any questions, please contact:

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