

TETAC Guidelines for Arts-Centered Instructional Units

Checklist for Evaluating Written Arts-Centered Curriculum Units

This checklist is offered as a preliminary evaluative tool for individual, local, state, or commercial arts education curriculum units.

Design

- _____ Key unit and lesson components are present and clearly indicated.
- _____ Units are centered on works of art or ideas about art.
- _____ Objectives are truly outcomes for learning as compared to activities that promote learning.
- _____ There is diversity in the artworks and artists studied.
- _____ Developing technologies are utilized in a variety of ways that promote effective learning.
- _____ Community resources, such as museums or resident artists, are utilized whenever possible.

Unit Foundations

- _____ The unit addresses enduring ideas about the human experience.
- _____ The unit addresses enduring ideas about the arts.
- _____ The unit addresses key concepts and essential questions.
- _____ The unit objectives, instructional activities, and assessment tasks are aligned.
- _____ The unit goals and objectives are aligned with local, state, and/or national standards.

Content

All four disciplines are appropriately developed with enduring ideas about art, relevant knowledge, and skills.

- _____ Art Production
- _____ Art Criticism
- _____ Art History
- _____ Aesthetics
- _____ The unit addresses sufficiently the knowledge and skills that need to be taught in order for _____ students to achieve the unit goals and objectives.
- _____ The unit addresses knowledge and skills in logical sequence.
- _____ Concepts/key terms are sufficiently developed and defined.
- _____ The enduring ideas, key concepts, and essential questions provide focus and cohesiveness.
- _____ Concepts and skills are appropriate for student development levels.
- _____ Substantive connections between art and other content areas are developed as appropriate.

_____ The necessary resources/background materials for teaching the unit are listed along with sources _____ for obtaining them.

Instruction/Pedagogy

- _____ Activities and questions provide substantive engagement for students.
- _____ Connections to prior knowledge and skills and real life situations are provided.
- _____ There are assessment expectations for students.
- _____ Opportunities are provided for practice of new skills and concepts.
- _____ There are opportunities for students to ask questions.
- _____ There are opportunities for student-directed discussion.
- _____ A variety of learning activities allow students to make individual, collaborative, and
_____ substantive contributions to the group effort.
- _____ There are opportunities provided for student self-reflection and meta-cognition.
- _____ There are opportunities for critical thinking.
- _____ There is an audience for student work and responses.
- _____ Materials are appropriate for student developmental levels.

Assessment

- _____ Enduring ideas, key concepts, and important skills are assessed.
- _____ Specific criteria for assessment tasks are used.
- _____ Assessment tasks are relevant and engaging to students.
- _____ There is evidence of student learning.
- _____ There are opportunities for student self-assessment.