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## **Qualitative Reflection for Final Project: High School Unit**

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<b>Focus</b>	<b>Quality Looks Like</b>	<b>Self-Evaluation</b>
<b>Unit Foundations</b>	Unit is grounded with an enduring idea, key concepts, and essential questions. Multiple contemporary artists speaking to the enduring idea are featured. Activities are developmentally appropriate and amply include visual culture. Some unit outcomes relate to essential questions and enduring idea.	The unit is grounded with a strong enduring idea and support by three secondary enduring ideas with essential questions and key concepts. Each lesson features multiple contemporary artists speaking to the enduring idea. The three projects are developmentally appropriate according to education standards and connect to visual culture in multiple ways. The intended outcomes are centered on the core enduring idea and essential questions on storytelling.
<b>Critical Strategies</b>	Student learning opportunities are diverse and the critical strategies outlined in Stewart's and Walker's text: language, personal connection, social context, artworks/visual culture.	Student learning opportunities are diverse, and the critical strategies outlined in Stewart's and Walker's text: language, personal connection, social context, artworks/visual culture.
<b>Intentional Teaching</b>	Investigation includes unit and lesson objectives, assessments, idea generation activities, divergent outcomes that are engaging to high school students. Research paper clearly connects the enduring idea to visual culture. All learning activities correspond to learning outcomes, which are grounded to the enduring idea, key concepts, and essential questions. MT Art Standards, Common Core, and MT Indian Education for All standards are indicated throughout lesson.	The investigation includes all essential aspects of the unit as a whole and three individual lessons with objectives, assessments, idea generation activities, and learning targets that are engaging to high school students. The research paper clearly connects the enduring idea to visual culture and features three example artists from the unit. The unit is supported by all appropriate education standards.
<b>Sequencing</b>	Complex tasks are broken down into smaller tasks and presented through mini lessons, allowing a balance between teacher and student activity. Daily targets are covered at the end of class each day, and the unit has a pre-assessment at the beginning of the unit and a summative assessment at the end.	The investigation features three challenging approaches to teaching technical skills in painting, drawing and computer modeling to create and discuss storytelling in visual culture. The pre-assessment and summative assignment provide attainable and measurable outcomes and goals for student centered learning.
<b>Components of Project</b>	Investigation includes: <ol style="list-style-type: none"><li>1. Research paper on enduring idea, artists, and historical context.</li><li>2. Investigation Worksheet</li><li>3. Slideshow with notes</li><li>4. Worksheets for students</li></ol>	Investigation includes: <ol style="list-style-type: none"><li>1. Research paper on enduring idea and supported by examples artists and historical context</li><li>2. Investigation Worksheet</li><li>3. Slideshow</li><li>4. Worksheet for students</li></ol>