

Marzano in the Art Classroom

**Learning Goals and Scales, Critical Information,
Recording and Representing Knowledge,
Reflection, Examining Similarities and
Differences, Revising Knowledge, and all the
other stuff 😊**

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I teach art. Why do I need to know how to use Marzano strategies?

- 40 years of research on effective teaching strategies
- Continuous action research in all subject areas
- More tools for your teaching tool box
- Best practices that can be used to improve student performance
- Why not?



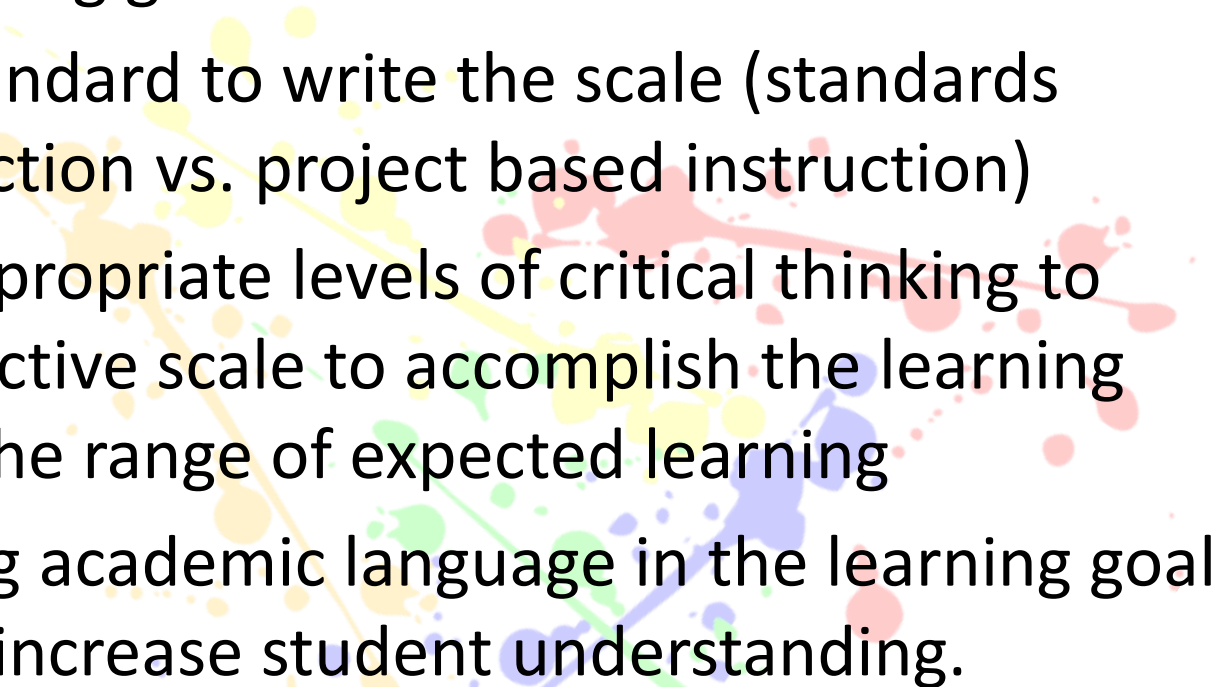
There are 41 Elements.....Lets focus on 6

- Learning Goals and Scales
- Identifying Critical Information*
- Recording and Representing Knowledge*
- Reflecting on Learning
- Examining Similarities and Differences*
- Revising Knowledge*

*Super 7 Elements

Elements that have the greatest impact on student learning.

Learning Goals and Scales

- Using the standards to write an effective student friendly learning goal
 - Using the standard to write the scale (standards based instruction vs. project based instruction)
 - Using the appropriate levels of critical thinking to write an effective scale to accomplish the learning goal within the range of expected learning
 - Incorporating academic language in the learning goal and scale to increase student understanding.
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Deconstructing the Standards

VA.5.O.1.1- Use the elements of art and the organizational principles of design to develop content in artwork.

- What should students be able to understand or do by the end of the lesson?
- What do they need to know to be able to do to accomplish the standard?



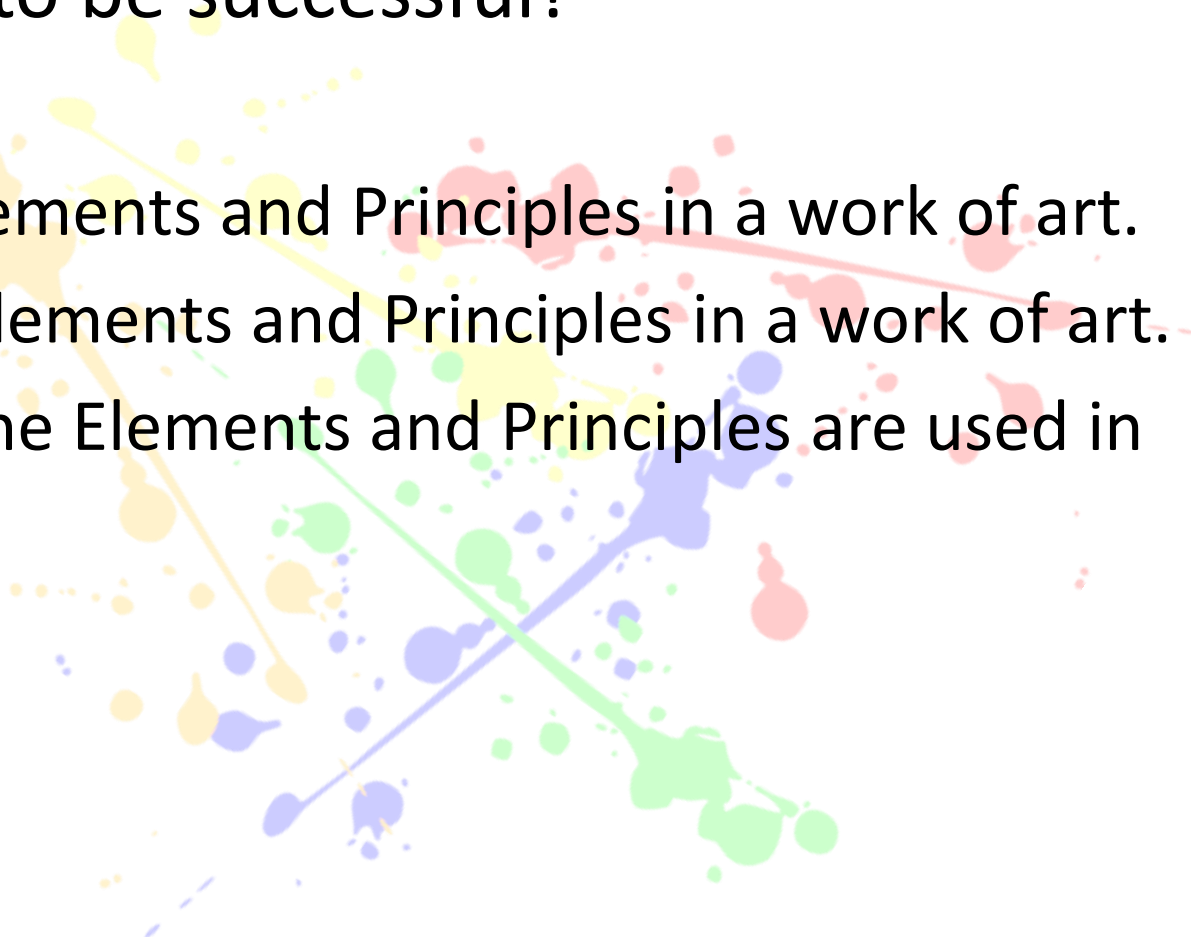
Deconstructing the Standards

Learning Goal: Students will be able to **use** the **elements of art** and the **organizational principles of design** to develop **content** in artwork.

- What does it mean to **use** the elements and principles?
- What do they need to know about **the elements and principles**?
- How do they develop **content** in artwork?

Deconstructing the Standards

What do they need to know about **the elements and principles** to be successful?

- Identify the Elements and Principles in a work of art.
 - Describe the Elements and Principles in a work of art.
 - Analyze how the Elements and Principles are used in a work of art.
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Deconstructing the Standards

Learning Target: Students will be able to **analyze** the use of the **Elements of Art** and the **Principles of Design** in a work of art.

- Learning target is what students need to know or be able to demonstrate to accomplish the learning goal.
- Learning targets frame learning from the students point of view.

I've broken the standard down in
to targets. Now what?????

Write a Scale!



Writing an Effective Scale

- Use the appropriate levels of critical thinking
- Academic language from your learning target
- Student friendly language

Learning Target: Students will be able to **analyze** the use of the **Elements of Art** and the **Principles of Design** in a work of art.



Writing an Effective Scale

Learning Target: Students will be able to **analyze** the use of the **Elements of Art** and the **Principles of Design** in a work of art.

4

3- Students will be able to **analyze** the use of the **Elements of Art** and the **Principles of Design** in a work of art. (Learning target is always the level 3 on the scale.)

2

1

What DOK* level is **analyze**?

Writing an Effective Scale

4

3- Students will be able to **analyze** the use of the **Elements of Art** and the **Principles of Design** in a work of art.

2

1

What DOK level is **analyze**?

Level 3- Strategic thinking

Analyzing how the artist uses the Elements and Principles to create the work. (Critique)

Writing an Effective Scale

4

3- Students will be able to **analyze** the use of the **Elements of Art** and the **Principles of Design** in a work of art.

2

1

What DOK level is **analyze**?

Level 3- Strategic thinking

- What DOK level of thinking is above and below the level 3 thinking?

Writing an Effective Scale

4- Create

3- Students will be able to **analyze** the use of the **Elements of Art** and the **Principles of Design** in a work of art.

2- Describe

1- Identify

What DOK level is **analyze**?

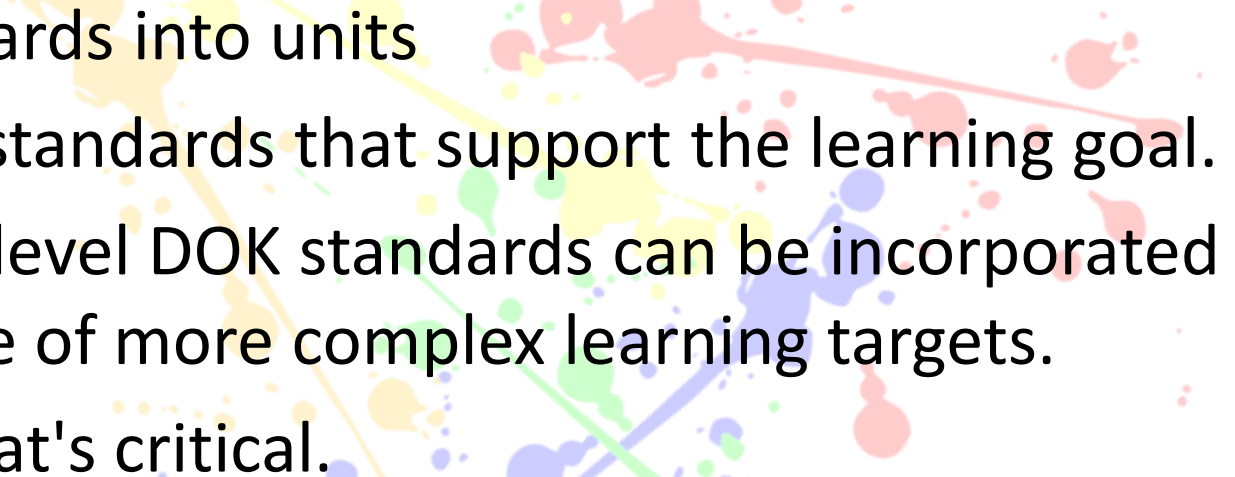
Level 3- Strategic thinking

- What DOK level of thinking is above and below the level 3 thinking?

Writing an Effective Scale

- 4- Students will be able to **create** a work of art using the **Elements of Art** and the **Principles of Design**.
- 3- Students will be able to **analyze** the use of the **Elements of Art** and the **Principles of Design** in a work of art.
- 2- Students will be able to **describe** the use of the **Elements of Art** and the **Principles of Design** in a work of art.
- 1- Students will be able to **identify** the use of the **Elements of Art** and the **Principles of Design** in a work of art.

How am I going to have time to deconstruct the standards, write goals, targets, and scales and still teach all the standards??????

- Group standards into units
 - Identify the standards that support the learning goal.
 - Many lower level DOK standards can be incorporated into the scale of more complex learning targets.
 - Focus on what's critical.
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Identifying Critical Information

- What is important for the students to understand to be able to accomplish the learning goal?
- Best Practices for making critical information stick
- Identify critical information within the lesson
- Recording critical information

What do your students really need to know?

Pablo Picasso

- Born in Malaga Spain in 1881 and died in 1973
- Father was a painter and an art teacher
- Created over 20,000 paintings, prints, and sculptures
- Combined multiple views of a figure into one image
- Known for starting the art movement Cubism and changed the direction of art today

What is **critical** here?

Pablo Picasso

- Born in Malaga Spain in 1881 and died in 1973
- Father was a painter and an art teacher
- Created over 20,000 paintings, prints, and sculptures
- **Combined multiple views** of a figure into one image
- Known for starting the art movement **Cubism** and changed the direction of art today

Highlight critical information in the presentation.

Identifying Critical Information

- **Highlight critical information** in the presentation
- Student **note taking**
- **Record critical information** on the white board
- **Signals**- bells, hand gestures, body language, etc.
- **Games**- one word game, one sentence, bricks and mortar

One Word Game

Tell your partner **1 word** that best describes Picasso's work.

One Sentence Game

Describe Picasso's work in **1 sentence**.

Pablo Picasso

- Born in Malaga Spain in 1881 and died in 1973
- Father was a painter and an art teacher
- Created over 20,000 paintings, prints, and sculptures
- **Combined multiple views** of a figure into one image
- Known for starting the art movement **Cubism** and changed the direction of art today

Bricks and Mortar

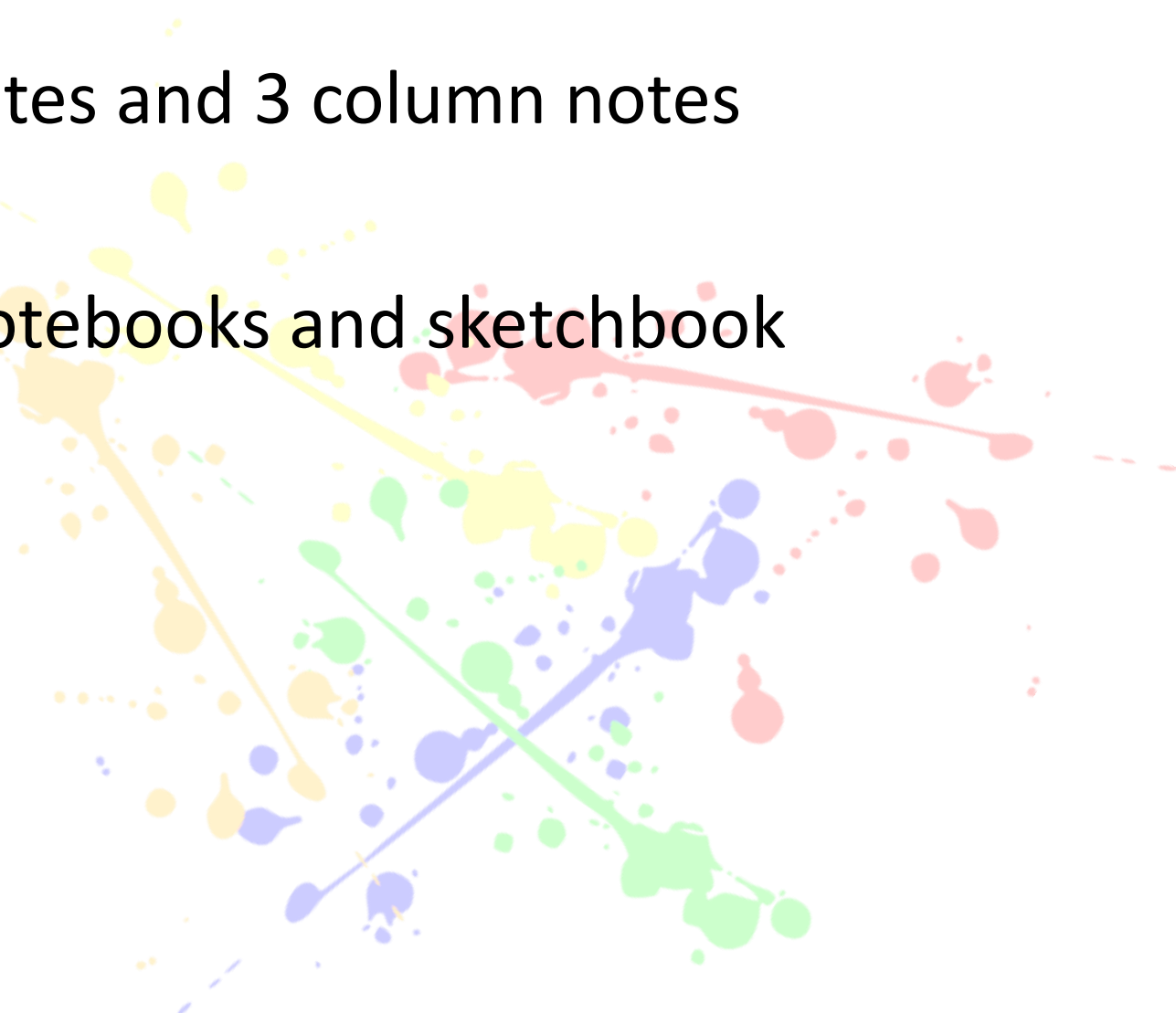
Students use words from a list to generate a **summary** sentence about the **critical** content.

Chose **2 meaningful words** to describe **Picasso's art** work.

Pablo Picasso

Line, shape, color, texture, value, form, Cubism, mood, abstract, style

Recording and Representing Knowledge

- 2 column notes and 3 column notes
 - One pagers
 - Academic notebooks and sketchbook
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2 Column Notes

Title: Elements of Art

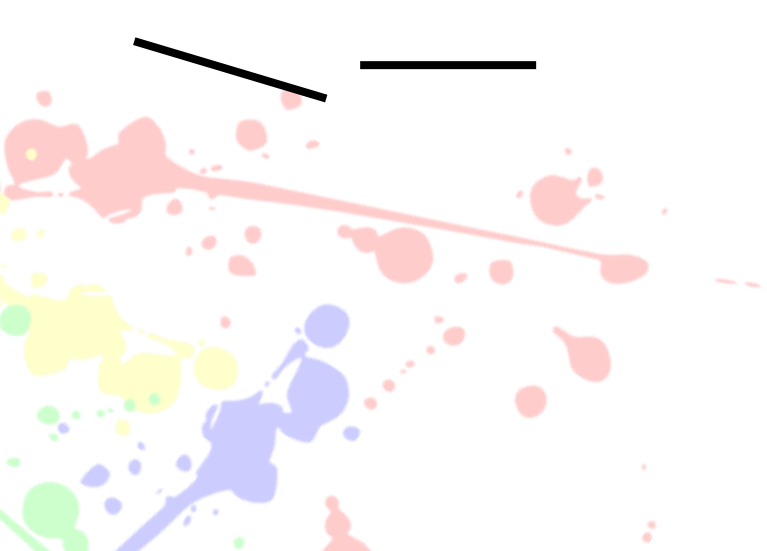
Main Idea	Details
Line	Created by a point moving in space. Has direction, length, and width
Shape	
Color	
Texture	

Summary:

Can be used to record cause and effect, vocabulary, questions, facts, predictions, etc.

3 Column Notes

Title: Elements of Art

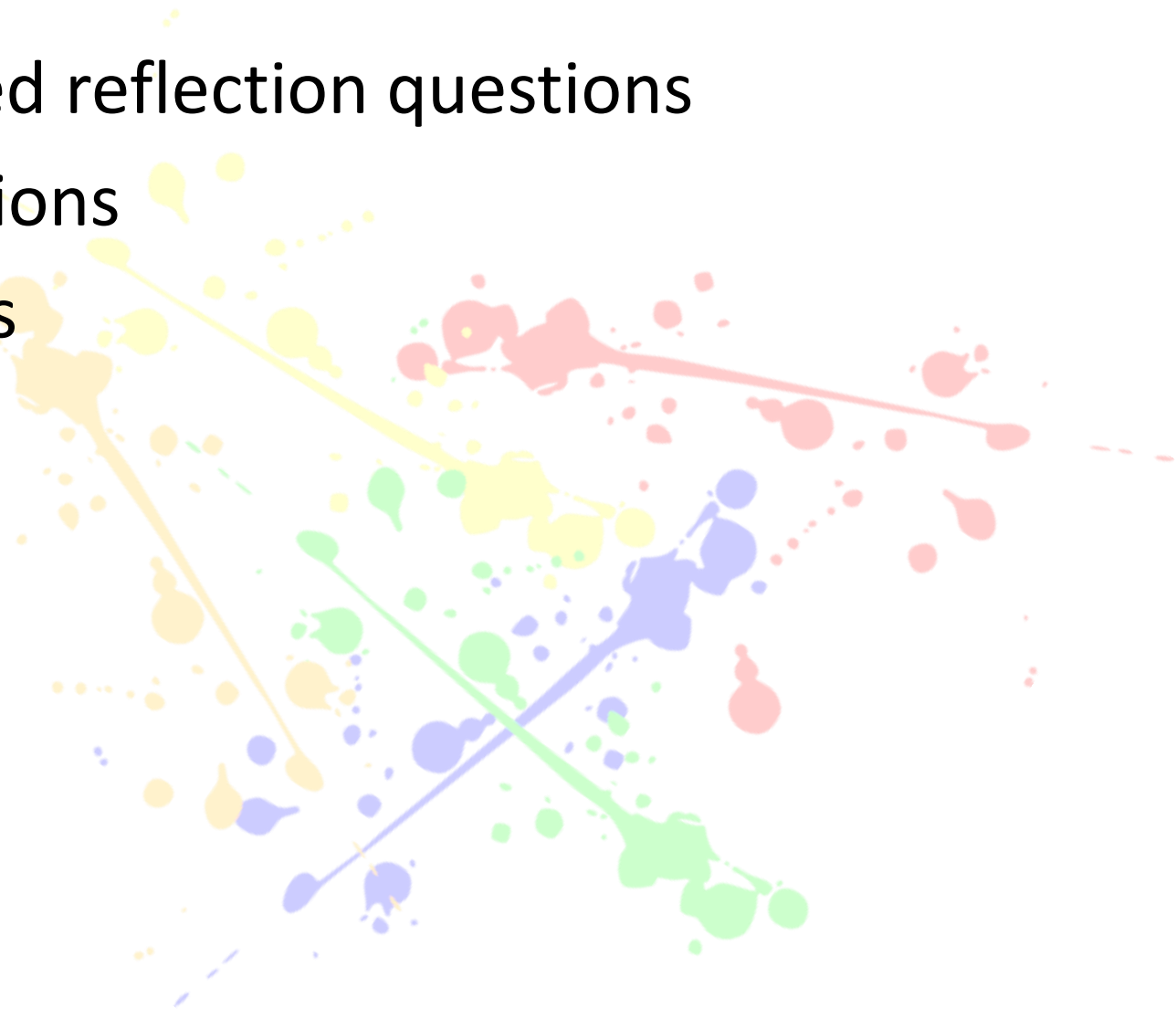
Main Idea	Details	Example
Line Shape Color Texture	Created by a point moving in space. Has direction, length, and width	

Summary:

Can be used to record cause and effect, vocabulary, questions, facts, predictions, examples and non examples

Reflecting on Learning

- Well designed reflection questions
- 3-2-1 reflections
- Self Critiques
- Exit slips



Reflecting on Learning

3-2-1

- 3 Things you remember from the lesson
- 2 Give 2 examples of what you learned
- 1 Question you still have

3-2-1 reflections can be used to evaluate student understanding.

Reflecting on Learning

Self Critique

- 3 stars and a wish

★ 3 things you did well

- 1.
- 2.
- 3.

★ 1 thing you need to improve

- 1.

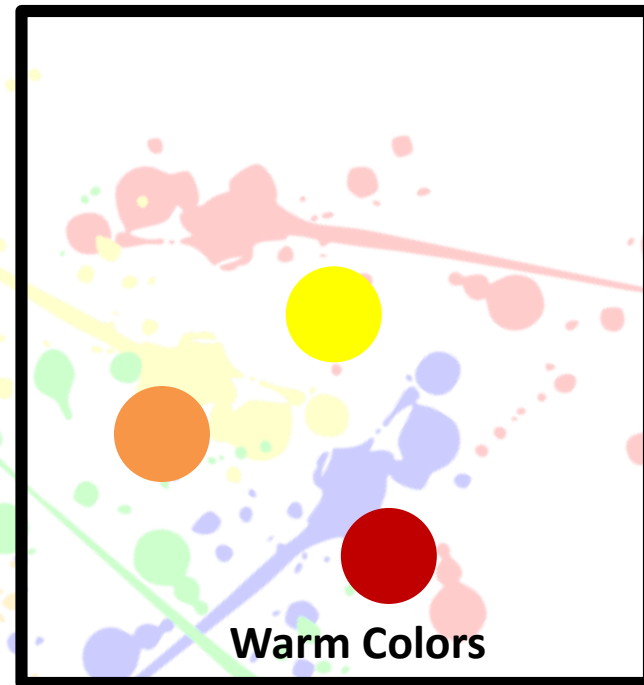
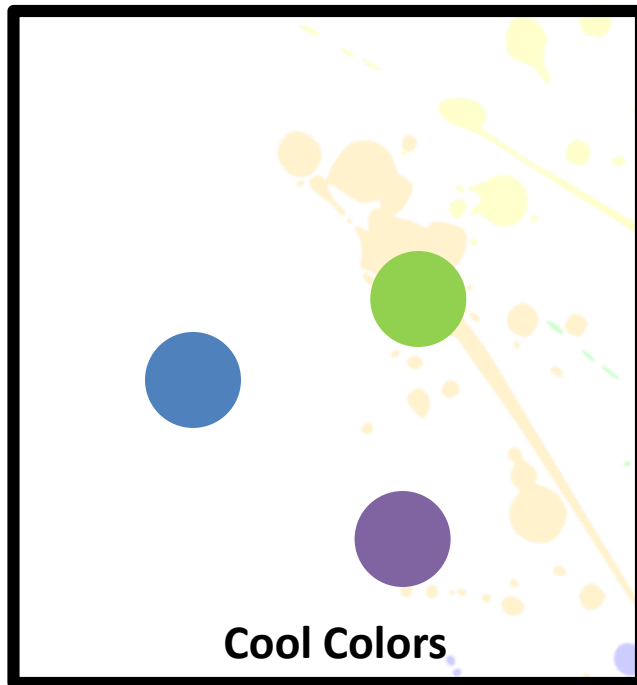
Examining Similarities and Differences

- Sorting, Matching, and Categorizing Activities
- Graphic Organizers
- Games



Examining Similarities and Differences

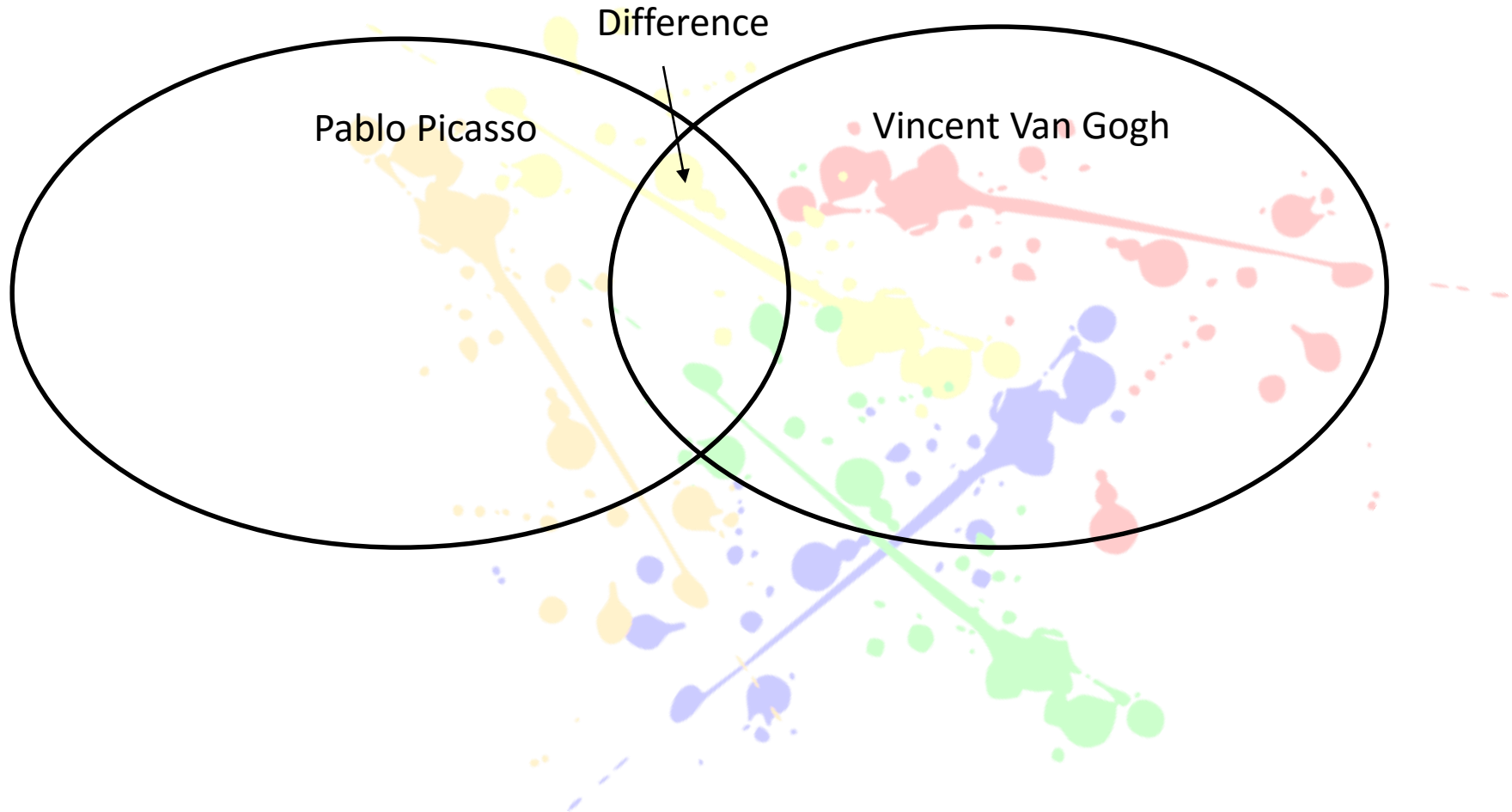
Sort objects into warm and cool colors



Sort art works into style, art and non art objects, and color schemes, etc.

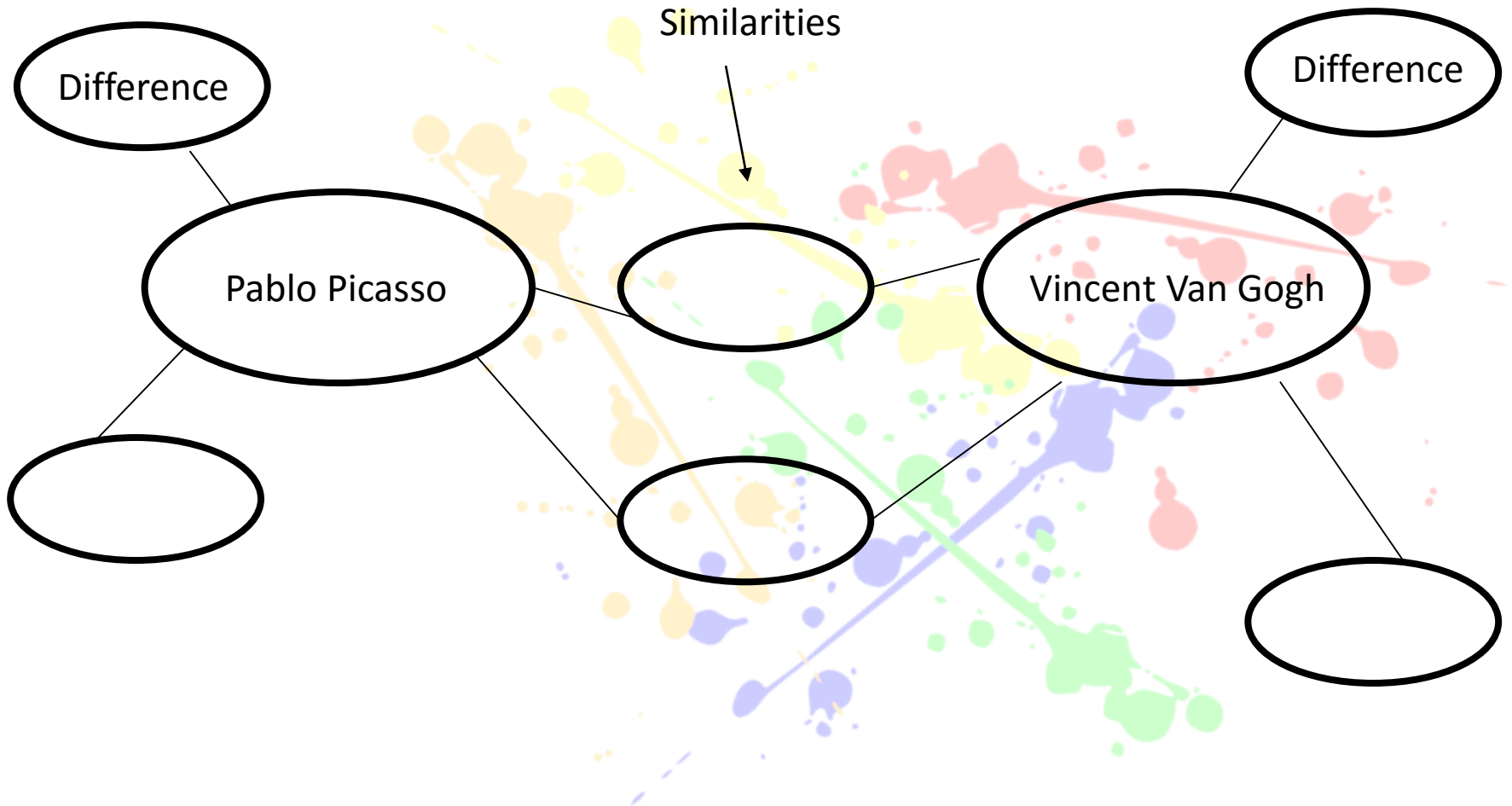
Examining Similarities and Differences

- Graphic Organizers- Venn Diagram

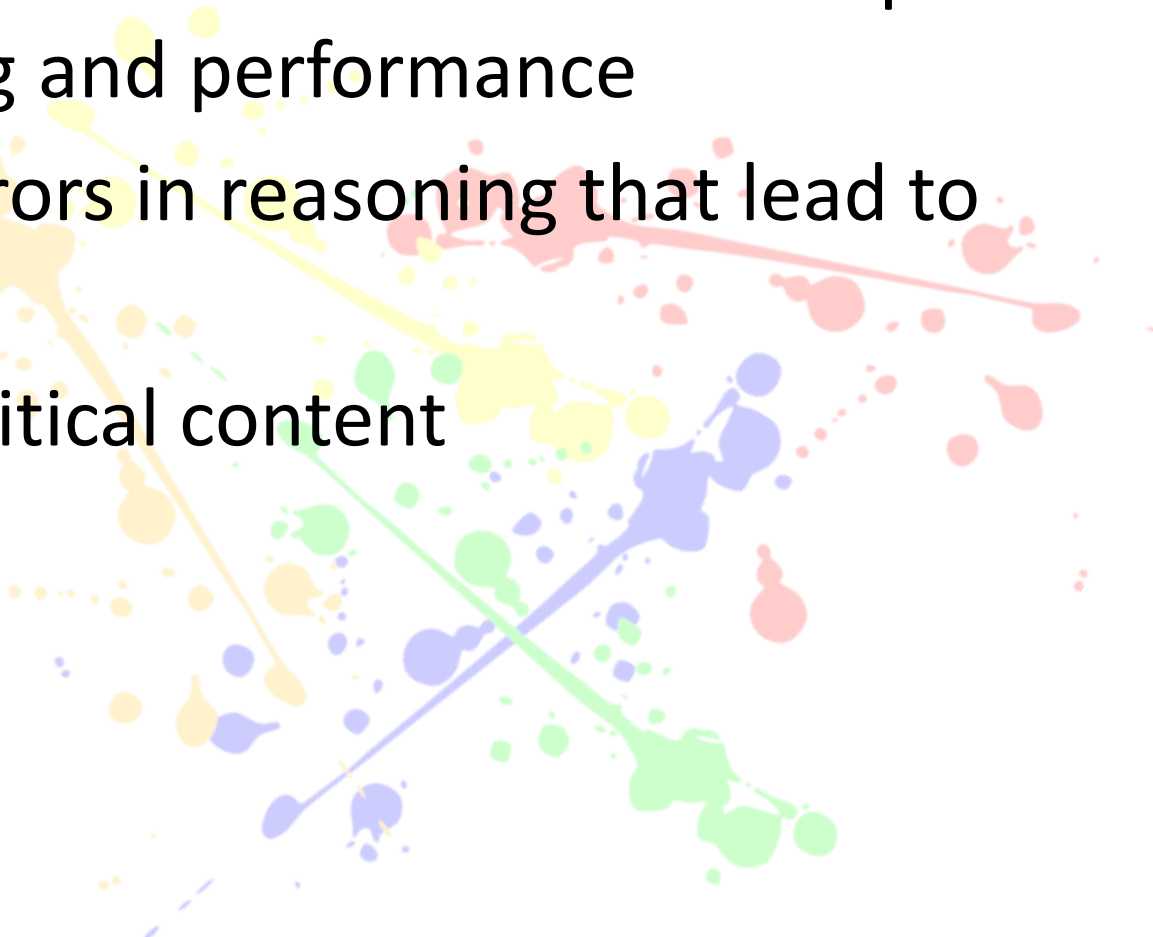


Examining Similarities and Differences

- Graphic Organizers- Double Bubble



Revising Knowledge

- Giving effective feedback in order to improve understanding and performance
 - Identifying errors in reasoning that lead to mistakes
 - Focused on critical content
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Revising Knowledge

- Students exchange work and rate art work based on the scale. Students then have the opportunity to make changes to their work based on peer feedback.
- Students identify 2 things they like about their peers work and 1 thing that needs to be improved. Students then have the opportunity to revise their work based on the feedback.

Resources

- The Art and Science of Teaching by Robert J. Marzano
- Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock
- The Art of Ed An Online Resource for Art Teachers
- Pinterest
- Colleagues