

## **Curricular Mapping Overview** (prepared by C. Ballard 4/2016) **Worksheet and Example** (to follow)

### **BACKGROUND and PURPOSES**

**Curriculum mapping** is a procedure for reviewing the operational curriculum. **Curricular maps** are useful tools for sharing content. Key to the approach is that each teacher enters what *is actually taught* in real-time during the course. They are things that one expects you have already thought through in designing your courses—but can take time to write up depending on the amount of detail included.

**Curricular maps come in many forms** and cover a range of important curricular activities. They may be individual course focused, or consensus/group focused.

#### **Typically they attempt to:**

- Create a snapshot of the educational activities of a course
- Capture the core content, skills/concepts, and assessments taught
- Organize this information into a easily accessed visual that presents a timeline of instruction by teacher/course (we are aiming for a 2-page MAX)
- These can be combined for several instructors/courses/a program

#### **Key components of a curricular map usually include some combination of:**

- Essential Questions, Themes, Core Topics
- Learning Outcomes
- Core content, concepts, skills
- Instructional Strategies (how is the content delivered?)
- Assessments (assignments)
- Resources (readings, support materials)

#### **Expanded notes/definitions:**

Individual maps usually contain **essential questions, content, skills, and assessments**.

**Essential questions** provide focus for the unit, push students to higher levels of thinking, and help to make connections across curricular areas. Grant Wiggins and Jay McTighe, authors of *Understanding by Design* (2005) and noted leaders in the field of curriculum reform, ask us to consider, "What types of questions might guide our teaching and engage students in uncovering the important ideas at the heart of each subject?" when designing essential questions.

**Content** refers to the "what" that is to be taught. It includes a **main concept or idea** that provides focus for instruction. **Concepts** are relational statements such as: a country's geography determines the economic possibilities. As teachers clearly articulate the concept, they are able to "unpack" the specific content that needs to be taught for students to demonstrate understanding of the concept. **The content section also includes key vocabulary** that is required to have successful understanding of the content.

**Skills**, which are directly aligned with the essential questions and the content, begin with action verbs and identify the precise proficiencies students need to know and be able to demonstrate.

**The assessments** are the demonstrations of learning performances or exhibitions. They allow the students to show you what they know.

## AAD Curricular Mapping Worksheet

DUE June 10, 2016

- Please complete one for *each course you regularly* teach. The focus is on what *actually* occurs in your course.
- Aim to keep your work at no more than 2 pages. Setting limits and using a uniform format will aid in future analysis and comparisons.
- Keep in mind that curricular mapping is a process and can support on-going course reflection and refinement. It is expected that at least some portions will remain fairly consistent over time, while others may change/be refined/updated frequently. (So don't stress too much—fill it in as best you can.)
- These will be used at our end of the year Faculty Retreat and inform our on-going program refinement and development work, started last year by Julie's work with the 250 series instructors.

**Course Title:**

**Instructor:**

**Course Context:** Briefly indicate how the course fits within the AAD program. Is it a requirement, elective? When offered/Frequency?; other instructors?; primary audiences?

**Essential Questions** provide focus for the course, can push students to higher levels of **thinking**, and help to make connections across curricular areas. Consider, what types of questions might guide your teaching and engage students in uncovering the important ideas at the heart of each subject? Number of essential questions usually range between 3 and 6. These can take time to develop.

**Learning Outcomes (grounded in core content, concepts, and skills):** the "what" that is to be taught. (See Curricular Mapping Overview and AAD 430/530 YACM example for more details.)

**Learning Outcomes** (from your syllabus)

## **Core content/themes/topics**

## **Key concepts and skills**

**Key Activities and Assessments** (may also provide information about instructional strategies). The focus here is on *key* assessments (assignments). How will students show you what they know? These should relate back to the learning outcomes. Expect that the details of some/many of these will change/be refined over time.

**Primary Resources** (readings, support materials) Expect that some/many of these will be regularly updated.

## Curricular Mapping Example

**Title:** AAD 430/530 Youth Arts Curriculum and Methods

**Instructor:** Dr. Catherine Ballard

**Course Context:** While this course is a requirement for pre-service teachers entering College of Education's Master's program, it is open to anyone. It is offered in a variety of formats (live, hybrid and on-line) five times during the year including two sections either winter or spring and as an 8-week on-line summer course. There are currently two instructors who teach the course.

### Essential Questions/topics:

- What is Art? and What is Arts Education?
- What stories can the arts tell us about ourselves and others? (emphasizes purposes of arts/arts education)
- How do the arts communicate? (focuses on basic arts content)
- What do the arts communicate? Exploring: If it means something, what might it mean?
- What parallels are there between the arts and teaching? (focuses on teaching methods)
- How can we make arts education substantive and meaningful? (focuses on curricular development/frameworks)

### Content and Learning Outcomes focus on increasing knowledge, skills and confidence in teaching arts education by:

- Building basic arts skills, concepts and vocabulary
- Introducing arts-based curriculum and instructional strategies
- Familiarizing students with the Oregon Core Arts Standards and educational resources
- Learning fundamental principles for lesson planning and evaluation of art production
- Creating multiple lesson plans and delivery models aligned with artistic processes of create/perform/production, responding/art criticism and connecting/cultural and historical
- Providing opportunity for hands-on experience and practice in the arts and instruction
- Applying knowledge and experience in development of arts-based teaching materials and a thematic arts teaching unit

### Basic Arts concepts (What is Art? for this course)

- Arts are forms of communication grounded in human experience—one of the ways we explore, give meaning to, tell stories and communicate about human experience.
- Arts Disciplines (visual arts, media arts, dance, drama, music and creative writing)—while each have distinct content, there are commonalities across arts disciplines; and each can inform and inspire one another.
- Arts are multivocal—the arts communicate on multiple levels simultaneously; in particular need to acknowledge the personal/individual experiences BUT also need to develop and address the shared, social, cultural layers of meaning/ communication/ stories.
- There are multiple purposes/functions of art
- Thinking “like an artist” (creatively) involves: comfort with ambiguity, idea generation, cross-disciplinary research (practicing curiosity and one thing leads to another)

### Basic Teaching Concepts/frameworks

- Using the National/Oregon Arts Standards as instructional tools to inform and inspire
- 4 artistic processes (creating/presenting/responding/connecting)
- Emphasizes a Problem-solving approach to art making (compared with technical exercises and arts enrichment types of lessons)
- Workshop Lab Model (an arts friendly lesson plan)
- Developing effective Discussion Questions
- Building learning communities
- Standards-based Student Assessment
- Growth mind-set

- Rotary approach to curricular design
- Big Ideas and Essential Questions to inspire and guide curricular development

### Activities and Assessments

Note: a core strategy for this course is that other than the mid-term and final unit, all of the activities/assignments aim to simultaneously provide experiential introductions to (a) basic arts content and (b) model teaching strategies and frameworks.

- **3-8 hands-on activities (depends on delivery format and 8 or 10 week terms)** to introduce arts content and model teaching methods are inspired by and focus on introducing arts content related to each of the Arts Standards; followed by group sharing and reflections focused on teaching strategies and frameworks used. Some are short; while others involves several stages, for **Example:** Visual Metaphor (non-representational) self-portrait—a) two warm-up activities focused on the elements and principles of design; b) make a non-representational self-portrait communicating three “intangibles” about your inner landscape; and write an artist statement; post work in course gallery; c) practice giving constructive/specific feedback to three peers about their work; d) reflect on giving and receiving feedback; including what could do differently in own art-making.
- **Media Explorations and Inspirations** is a self directed 4-part exploration of a visual arts medium. Students create 1) teaching resource/vocabulary sheet; 2) fine arts exemplars resource; 3) 3-5 work samples documenting their hands-on explorations of their medium’s techniques and processes; and 4) fine 2 pre-existing media focuses lessons to analyze for content and problem-solving
- **Lesson Plan Review** (midterm) is a synthesis and application of teaching content/frameworks and strategies focused on expressive problem-solving production lessons.
- **Fieldtrip Reviews** (2-3 over the course of the term) self-selected and focuses on exposing students to a range of arts ideas; each fieldtrip focuses on a different aspect of how impacts, informs, can inspire arts teaching, including: practicing curiosity/asking questions; analyzing discussion/questioning strategies; recognizing big ideas; reflecting on impact of teaching art to children.
- **Cultural & Historical Perspectives Explorations & Inspirations** introduces students to a range of on-line resources, identifying big ideas, practice in doing research, finding exemplars, and writing discussion questions. Student may approach this from a individual contemporary artist perspective or an historical and cross-cultural timeline. This assignment can be used to inspire and unify arts units.
- **Final Arts Unit** (final project) includes: 1) Summary Overview of Big Idea(s), Essential Questions, goals and brief summary of lessons; 2) Four fully developed arts lessons (problem-solving in 2 different arts disciplines, one responding/connecting/discussion, and one of their choice; 3) Ready-to use instructional tool.

### Some Key Resources/Readings—Need to update this (have added several web-based sources)

Note: many of my readings are in the form of lecture notes and web links; these are a few of the readings that I have used consistently over time.

- Emphasis Art, various chapters
- National Core Arts Standards: A Conceptual Framework for Arts Learning (new)
- Reconcilable Differences? Standards-based teaching and differentiation by Carol Ann Tomlinson
- Higher Order Approaches to Teaching Art by Elizabeth Kowalchuk
- On effective discussion strategies by Karen Hamblen
- Child Development and Arts Education: A Review of Current Research and Best Practices (new)
- Why teach art? Compilation from several sources (some new)