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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Orange County Public
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.....Let's 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.
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.
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 into 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.

What DOK* level is analyze?

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

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

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

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.
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
# 2 Column Notes

**Title:** Elements of Art

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Line</strong></td>
<td>Created by a point moving in space. Has direction, length, and width</td>
</tr>
<tr>
<td><strong>Shape</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Color</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Texture</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**

Can be used to record cause and effect, vocabulary, questions, facts, predictions, etc.
## 3 Column Notes

**Title:** Elements of Art

<table>
<thead>
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<th>Example</th>
</tr>
</thead>
<tbody>
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<td>Line</td>
<td>Created by a point moving in space. Has direction, length, and width</td>
<td>![Line Example]</td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Color</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**

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

- Graphic representation of learning
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

Pablo Picasso

Difference

Vincent Van Gogh
Examining Similarities and Differences

- Graphic Organizers- Double Bubble

**Similarities**

- Vincent Van Gogh
- Pablo Picasso

**Differences**

- Vincent Van Gogh
- Pablo Picasso

[Diagram showing the double bubble organizer with similar and difference characteristics for Vincent Van Gogh and Pablo Picasso]
Revising Knowledge

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