

Writing Learning Objectives for Arts Integrated Lessons

As you develop your lesson, keep in mind that arts integration is more than using an arts-based activity in service of another discipline; it is meeting two sets of goals simultaneously in both the art and non-art curriculum. This allows for students to explore both the art and the non-art curriculum, make connections, and engage in learning that is deep and meaningful.

For this early-elementary integrated lesson, the teacher was interested in the connection between shapes (geometry) and visual arts. The teacher knew that he/she could simply have the students use shapes to make a picture and that this would be an enjoyable experience. Yet he/she knew that by focusing in on specific skills in both Arts and Math the lesson would be more meaningful to the students.

With this idea in mind, the teacher began to think about what students might learn in both art and math while engaged in this creative process. What learning could he/she surface and make more intentional?

After reviewing the [ND State Standards for Arts](#) and the [ND Mathematics Content Standards](#) the teacher selected the following two standards, one in visual arts and one in math, as the focus for his/her lesson:

- **ND Visual Arts: 4.2.2:** *Know how expressive images cause different responses and communicate ideas.*
- **ND Mathematics Content Standards K.G.6:** *Compose simple shapes to form larger shapes.*

Note: *Even though your arts integrated lesson will ultimately meet other standards and produce other learning, NDCA guidelines recommend that you focus your lesson objectives and assessment on ONE Art standard and ONE standard in the non-art curriculum.*

Using these standards as a foundation, the teacher created learning objectives that addressed the question: "What do I want students to learn in both Art and Math, and how will they demonstrate that learning?"

Note: *Below is an example of how this teacher developed the Art learning objective. Keep in mind that for the Teacher Incentive Grant, you will be required to create a learning objective and assessment for both the art and non-art strand.*

A well-written learning objective provides a clear picture of the outcome or performance you expect as a result of the lesson. It should be specific, concise, and, most importantly, **observable** or **measurable**. Learning Objectives contain four parts: audience, behavior, conditions, and degree (or criteria). The following table shows how these parts interact.

Objective Part	Description	Example
Audience (the learner)	Who will be doing the behavior?	Student
Behavior (performance)	What should the learner be able to do? It is important to make sure the behavior can be seen or heard.	Create a work of art that communicates an idea, story, or event.
Conditions	Under what conditions do learners demonstrate their mastery of the objective? This should include what tools or assistance is to be provided, or what other aids will be provided or denied.	<ul style="list-style-type: none">• After observing a class demonstration and practicing with a partner• By using a variety of pre-cut, 2-D shapes (squares, circles, triangles, rectangles, and hexagons)
Degree (or criteria)	How well must the learned behavior be done? Common degrees include: speed, accuracy, quality, and quantity	Work of art successfully represents the student's idea or event.

ART LEARNING OBJECTIVE: After observing a class demonstration and practicing with a partner, the student will use a variety of pre-cut 2-D shapes (squares, circles, triangles, rectangles, and hexagons) to create a work of art that communicates an idea, story or event. When finished, the student will name the shapes and describe how they were combined to express his/her idea, story or event.

Note: Notice that there is a meaningful connection between the standard (**ND Visual Arts: 4.2.2: Know how expressive images cause different responses and communicate ideas**) and learning objective. Avoid words like understand, learn, and know as these are not readily measurable because there is not a product involved.

Assessing the Learning Objective

Next, the teacher needed to design an assessment that would measure growth and determine how well the student met the Art learning objective at the end of the lesson. Usually, learning objectives include concrete or easily observable actions that can be readily documented through a test, checklist, or rubric. Sometimes, as in this lesson, the learning included in the objective is not readily visible and is more difficult to assess. How will the teacher know if his/her students were successful at creating a works of art that communicated an idea, story, or event?

This teacher decided she would ask her students a series of open-ended questions to surface their thinking and make visible the connections they had made between shapes and the expression of ideas, stories, and events.

See example below:

NAME:	
Project Title: Shapes Are All Around Us	
Art Assessment	
Standard Addressed: ND Visual Arts: 4.2.2: Know how expressive images cause different responses and communicate ideas.	
Art Learning Objective: After observing a class demonstration and practicing with a partner, the student will use a variety of pre-cut 2-D shapes (squares, circles, triangles, rectangles, and hexagons) to create a work of art that communicates an idea, story or event. When finished, the student will name the shapes and describe how they were combined to express his/her idea, story or event.	
Question	Student's Response
Tell me about your picture.	
Describe the shapes you used in your picture. (squares, circles, triangles, rectangles, and hexagons)	
Show me where you put shapes together to help you recreate your idea, story or event.	
What do you like best about your picture?	
What would you like to change or make different?	
What title would you like to give this work of art?	

TO SEE OTHER FORMS AND EXAMPLES OF ASSESSMENT, GO TO: http://www.learningandteaching.info/teaching/assess_form.htm

Once the Art Strand (learning objective, standard, and assessment) was complete, the teacher repeated this process to create a learning objective and assessment which aligned with the math standard: K.G.6: *Compose simple shapes to form larger shapes*.

MATH LEARNING OBJECTIVE: After reviewing the qualities of a square, circle, triangle, rectangle, and hexagon, and watching a demonstration, the student will combine these shapes to create larger shapes, including: larger squares, triangles, rectangles and other more complex objects.

MATH ASSESSMENT: Student’s learning of the math objective will be assessed using the following checklist:

NAME:		
Project Title: Shapes Are All Around Us		
Math Assessment		
Standard Addressed: K.G.6: Compose simple shapes to form larger shapes.		
Math Learning Objective: MATH LEARNING OBJECTIVE: After reviewing the qualities of a square, circle, triangle, rectangle, and hexagon, and watching a demonstration, the student will identify each shape and combine them to create larger shapes, including: larger squares, triangles, rectangles and other more complex objects.		
PERFORMANCE	YES	NEEDS WORK - COMMENTS
When asked, student can identify and select the following 2D shapes:		
• Square		
• Circle		
• Triangle		
• Rectangle		
• Hexagon		
Student combined smaller shapes to create larger shapes, including larger squares, triangles, and/or rectangles.		
Student combined smaller shapes to create larger, more complex shapes.		
Other observations:		

Creating learning objectives, standards and assessments that are clear and aligned is not a linear process, but rather one that requires a certain amount of coming back and forth, reflection, and revision. It is important that they are mutually reinforcing and lead students to the desired learning.