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Better and Worse Examples of Objectives

Worse Examples:

1. The students will decide which elements and principles of design are present in various works of art.

2. The students will study postmodern works of art.

3. Students will make a fantasy drawing.

4. Students will understand the relationship between art and culture by looking at the work of a Mexican artist.

5. The students will make a collage about a social issue.

6. In their spare time, students will view at least five artists on the Internet from a list of websites given out by the teacher.

7. The students will record their conclusions and present them to the class.

8. Students will draw a picture of themselves with pencil.

9. The students will work together in groups to come up with at least five reasons why you might include elements in art.

Better Examples:

1. The students will discuss selected works of art using appropriate terms to identify the most important elements and principles of design in Impressionist paintings. (E)

2. During class discussion of postmodern art, the students will record significant concepts central to the art forms. (E)

3. After viewing clips of the Harry Potter films and discussing examples of cultural symbols in the films, the students will use cultural symbols to create their own fantasy world out of blended oil pastels on 12x18 colored construction paper. (E)

4. Given examples and information about the murals of Diego Rivera, students will write a paragraph demonstrating their understanding of murals as representations of community and identity. (M)

5. Given a variety of two-dimensional media and magazine advertisements, the students will create a persuasive 12x18 mixed media collage about a social issue of their choices. (M)

6. Students will categorize the work of five artists into appropriate stylistic categories after conducting inquiry using selected websites. (M)

7. The students will report significant illustrations of didacticism to the class based on a group critical analysis of environmental works of arts. (H)

8. Given oil painting materials and supplies, the students will design and paint a realistic self-portrait using a full range of value and supportive background to express a point of view. (H)

9. In groups, the students will generate a list of their concerns about issues of power/knowledge and create an illustration focusing on one of these issues using media of their own choosing. (H)