Instructional Design

ArtSpace: Summer Art Explorations for Kids & Teens

This document serves as analysis, design, and development of an instructional platform for the future delivery of ArtSpace: Summer Art Explorations for Kids & Teens at the Rockport Center for the Arts youth program. The design document utilizes the principles of the ADDIE model and Bloom's Taxonomy. Instructional techniques are inclusive of cognitive, affective, and psychomotor principles of pedagogy. Students are instructed with colorful, large, age-appropriate visually instructive graphics boards depicting material in three project areas: (1) classroom protocols of acceptable behavior, (2) the creation of a Sketch Book, and (3) the sculpting of a clay Spaceship. Each learning goal and objective learning component is developed so that the student can see, hear, discuss, reinforce, and contemplate materials presented in a fun and engaging way so each child can participate and demonstrate measurable learning.

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For LTEC 5210 Summer 2019

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Analysis-Design-Development

Project: Rockport Center for the Arts ~ ArtSpace: Summer Art Explorations for Kids & Teens

Theme: Golden Year ~ Anniversary of Moon Landing~ July 20, 1969

TAPF: The topic, audience, purpose, and format of this instructional design document are listed below in detail. Creation of this document follows the ADDIE format and Bloom's Taxonomy of learning goals and learning objectives. The scope of the instructional document is inclusive of learning expectations, course and lesson components, teaching activities, and assessment and evaluation criteria for the delivery of courseware material with delivery timelines.

> **Topic**: 1.) Classroom protocols ~ Instruction designed to begin week-long instruction with rules of behavior in the classroom, 2.) Decorating a Sketch Book ~ An activity created to give the learner a beginning project which can be used throughout the remainder of the week, and 3.) Clay sculpting a Spaceship ~ a brief introductory to the Moon, the 1969 Moon Landing anniversary, two- and three-dimensional forms concluding with the learner designing and sculpting a clay Spaceship.
>
> **Audience**: The audience for this instruction is for a composite class size of twelve students, comprised of children in Kindergarten through the second grade with ages ranging from six to eight years.
>
> **Purpose**: The purpose of the instruction is to engage learners in 1.) the procedures and processes of classroom behavior, 2.) the making, decorating, and personal use of a Sketch Book and 3.) the design and sculpting of a clay Spaceship. The elements of cognitive, assistive, and psychomotor learning activities are incorporated throughout each of the three sections.
>
> **Format:** The Method of delivery is face to face in a traditional classroom setting. The curriculum delivery is two- and one-half hours of class time from 9:30 AM to Noon. The curriculum delivery is on the first day of a Monday to Friday weekly class schedule.

Problem: During the week, the children are exposed to as many art media as can fit into a daily period. Upon interviewing the instructor, Joey Rivera, she expressed that she did not use any applicable technology in her instruction. Her demonstration of learning materials was presented on a whiteboard as drawings and textual instruction. She describes her concern for her classroom management skills and the disruptive behavior within the classroom as challenging. Specific problems with the curriculum are not evident, but the audience is young and with short attention spans, making classroom management, and learning goals challenging. The problem is not children having fun, the problem is having focused fun, specifically on the first day when excitement is high, and the protocols of classroom behavior needs to be established.

Learning Expectations: Learning expectations for this instruction are to engage the learners in a fun and recreational morning of activities. Each section involves the learner in 1.) best practices of classroom behavior and social interaction; 2.) development of creative expression in two- and three- dimensions; 3.) exposure to information about the 1969 Moon Landing, with facts about the Moon, Space travel. The final activity for the learner is the design and sculpting of a clay Spaceship.

Course/Lesson Goals and Objectives

1. The learner will be able to understand and apply classroom protocols and etiquette (cognitive, affective, psychomotor).
   - 1.1 By the end of this lesson, the learner will be able to recognize 80% of the classroom rules correctly (cognitive).
   - 1.2 By the end of this lesson, the learner will be able to give five examples of good behavior and five examples of bad behavior as measured by participation (cognitive).
   - 1.3 By the end of this lesson, the learner will be able to demonstrate good behavior 90 % of the time for the remainder of the class as measured by the number of reprimands (affective).
   - 1.4 By the end of this lesson, the learner will be able to recognize bad behavior demonstrated by others (cognitive).
   - 1.5 By the end of this lesson, the learner will be able to contrast good behavior with bad behavior 80% of the time as measured by the learner's behavior in class (cognitive).
   - 1.6 By the end of this lesson, the learners will collectively create a list on the whiteboard with a minimum of five good behaviors and five bad behaviors in the classroom with 80% accuracy (psychomotor).

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2. The learner will be able to create a Sketch Book (cognitive, affective, psychomotor).
   - 2.1 By the end of this lesson, the learners will recognize the materials available to make a personal Sketch Book by physically examining the selection of materials (cognitive, psychomotor).
   - 2.2 By the end of this lesson, the learners will describe the possible choices of materials for their Sketch Book and select a material color by name (cognitive).
   - 2.3 By the end of this lesson, the learner will be able to differentiate between various material choices for the decorating of their Sketch Book (cognitive, affective).
   - 2.4 By the end of this lesson, the learner will apply their color choices of materials for their Sketch Book by properly folding the paper and attaching it to the provided pages with 100% success measured by all correctly folding pages and stapling (affective, psychomotor).
   - 2.5 By the end of this lesson, the learner will select their choice of materials for the decoration of their Sketch Book (affective).

2.6 By the end of this lesson, the learner will be able to use the selected materials and decorate their personal Sketch Book with successful completion by 80% of the learners in the allotted time (psychomotor).

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3. The learner will be able to create a sculpted model of a Spaceship (cognitive, affective, psychomotor).

3.1 By the end of this lesson, the learner will be able to recognize examples of the Moon as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy (cognitive).
3.2 By the end of this lesson, the learner will be able to recognize examples of the Moon Landing as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy(cognitive).
3.3 By the end of this lesson, the learner will be able to recognize examples of a Spaceship as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy(cognitive).
3.4 By the end of this lesson, the learner will be able to describe two- and three-dimensional forms when asked to identify illustrations of each with 80% accuracy (cognitive).
3.5 By the end of this lesson, the learner will be able to distinguish between a two-dimensional Spaceship and a three-dimensional Spaceship (cognitive).
3.6 By the end of this lesson, the learner will be able to illustrate a plan for a two-dimensional or three-dimensional Spaceship as demonstrated by a drawing in their Sketch Book (affective, psychomotor).
3.7 By the end of this lesson, the learner will be able to determine if the design can be made into a two-dimensional or three- dimensional Spaceship (cognitive, affective).
3.8 By the end of this lesson, the learner will create a clay model of the design of their two- dimensional or three- dimensional Spaceship (affective, psychomotor).

Lesson Components

Learner:

Lesson 1: Classroom protocols

a. The leaner will be presented with information on etiquette and protocols of good and bad classroom behaviors.
b. The learner will view and discuss the content of itemized visual instructional materials printed in a 20” x 30” format designed with large fonts and age-appropriate graphics.
c. Five learners will be selected and will go to the whiteboard and list one good and one bad behavior.

Lesson 2: Creating a personal Sketch Book

a. The learner will be given folded and cut paper sheets for the pages of their Sketch Book.
b. The learner will select a pre-cut and folded colored construction paper of their choice for the cover of their Sketch Book.
c. The learner will attach and decorate the cover of their Sketch Book.
d. The learner will select materials of choice to decorate the Sketch Book to one's design and liking.

Lesson 3: Clay sculpting a Spaceship

a. The learner will be shown a presentation of information on the Moon, the Moon Landing, Spaceships and two- and three-dimensional forms.
b. The learner will discuss the content of item listed on visual instructional material printed in a 20" x 30" format designed with large fonts with age-appropriate graphics of the Moon, the Moon Landing, Spaceships and two- and three-dimensional forms.
c. The learner will draw in their personal Sketch Book a design in either a two-dimensions or three-dimensions a Spaceship.
d. The learner will be given modeling clay.
e. The learner will be given appropriate tools for sculpting their design of a Spaceship.
f. The learner will sculpt a design of a Spaceship similar to the design in the Sketch-Book.

Instructor:

Lesson 1: Classroom protocols

a. The instructor will have itemized visual instructional material printed in a 20" x 30" format designed with large fonts and age-appropriate graphics.
b. The instructor will illustrate, discuss, demonstrate, encourage, and require proper classroom behaviors.
c. The instructor will ask five students to come to the whiteboard and list one good and one bad behavior.

Lesson 2: Creating a personal Sketch Book

a. The instructor will have before the class, created cut and folded the plain white paper to be used as pages of the Sketch Book.
b. The instructor will demonstrate various colored pre-cut paper components and decorative materials and the procedures for selecting cover material for the Sketch Book.
c. The instructor will distribute the pre-cut white and colored papers to the learner to create a Sketch Book.
d. The instructor will distribute paint, crayons, markers, and brushes to the learner for the purposes of decorating the front and back of the learner's personal Sketch Book.

Lesson 3: Clay sculpting a Spaceship

a. The instructor will display and discuss the Moon utilizing itemized visual instructional material printed in a 20" x 30" format on heavy rigid stock designed with large fonts and age-appropriate graphics to discuss and inform the learner.
b. The instructor will display and discuss the Moon Landing utilizing itemized visual instructional material printed in a 20" x 30" format on heavy rigid stock designed with large fonts and age-appropriate graphics to discuss and inform the learner.
c. The instructor will display and discuss Spaceships utilizing itemized visual instructional material printed in a 20" x 30" format on heavy rigid stock designed with large fonts and age-appropriate graphics to discuss and inform the learner.
d. The instructor will display illustrations of two- and three-dimensional art utilizing itemized visual instructional material printed in a 20" x 30" format on heavy rigid stock designed with large fonts and age-appropriate graphics to discuss and inform the learner.
e. The instructor will instruct the learners to draw a two- or three- dimensional Spaceship that the learner would like to sculpt in clay.
f. The instructor will distribute modeling clay to the learners.
g. The instructor will distribute appropriate modeling tools to each learner.
h. The instructor will observe the sculpting of the learner's representation of a two- or three-dimensional vision of a Spaceship.

Learning Activities:

Goal 1: Classroom Protocols

1. The learner will be presented with seven numbered visual boards in a 20" x 30" size numbered 1 to 8, appropriately illustrated with large text exemplifying classroom demeanor and rules of behavior distinguishing between appropriate and inappropriate behavior. (1.1., 1.2., 1.3.)

2. The learner will be able to distinguish good behavior from bad behavior, recognize bad behavior and good behavior in others and themselves, and be able to recall good and bad behaviors discussed. (1.4., 1.5.)

3. The learner will be able to participate in writing five good behaviors and five bad behaviors on the whiteboard. (1.6)

Goal 2: Making a personal Sketch Book

1. The learner will be presented with one visual board 20" x 30" size numbered 9, appropriately illustrated with large text exemplifying a Sketch Book.

2. The learner will be presented with precut white paper for the insert of their personal Sketch Book. (2.1)

3. The learner will be presented with pre-cut colored paper material to examine and choose for their personal Sketch Book. (2.2)

4. The learner will be instructed in the nomenclature of each color of colored paper available and be asked to identify each color. (2.3)

5. The learner will choose a color by name and be given their choice of colored paper for their Sketch Book. (2.4, 2.5)

6. The learner will be given illustration materials and be instructed to decorate their Sketch Book with their design and decoration. (2.6)

Goal 3: Clay sculpting a Spaceship

1. The learner will be shown one visual board numbered 20" x 30" size numbered as ten depicting the Moon illustrated and discussed by instructors. (3.1)

2. The learner will be shown one visual board 20" x30" size numbered as eleven depicting the Moon landing in 1969 with further detail and discussion by the instructor. (3.2)

3. The learner will be shown one visual board 20" x 30" size numbered as twelve depicting Spaceships, and the content thereon will be discussed by the instructor. (3.3)

4. The learner will be shown one visual board 20" x 30" size numbered as thirteen illustrating the differences between two- and three-dimensional forms which will be further discussed by the instructor. (3.4, 3.5)

5. The learner will be shown one visual board 20" X 30" size numbered fourteen and will be asked to illustrate their conception of a Spaceship in their Sketch Book using crayon or pencil in either two-dimensional or three-dimensional form. (3.6, 3.7)

6. The learner will be given adequate sculpting clay and model tools and will sculpt a clay model of their chosen design. (3.8)

Assessment: Before delivery, the instructor will be counseled on the correct delivery sequence and provided visual materials. By direct observation by the Instructor of the undertaken instructional delivery, an assessment will be made of the learners understanding of materials, and the learner's ability to follow direction. The Instructor will assess delivery components with a Rubric to collect data and create statistical percentages of learning goals as outlined in the learning goals and objectives for each of the three sections. Survey questions and Rubric for each section are located in the Evaluation Section of this document. Successful learning will be determined if (a.) the learners are able to list four of five good classroom behaviors on the whiteboard, (b.) the learners are able to select and decorate a Sketch Book in the time allotted,

and (c.) the learners can create and complete a design and sculpt a clay rendering of a two- or three-dimensional Spaceship.

Evaluation: The evaluative process listed below for each of the problematic areas initially recognized through interviews with the instructor are addressed. The problem of undisciplined and unruly behavior was also identified with inferior approaches to information delivery. Evaluation of the instructional delivery is directed to observe, record, and to determine the success or failure of the design.

1. Learning Goal #1 Objective 1.1 ~ 1.6): Classroom Protocols will be evaluated by examining the number of correctly listed good behaviors and correctly listed bad behaviors on the whiteboard. Learning will be deemed successful, with 80% accuracy. Further observation of the learners in the classroom environment will be measured by the ID and deemed successful if the utilization of good classroom behavior is detected 90% of the 2.5-hour time allotment by less than ten reprimands from the instructor.

2. Learning Goal # 2 Objective 2.1 ~ 2.6: Create a personal Sketch Book, will be evaluated by the completion of the personal Sketch Book by the learner by objective observation of the completion of the learners Sketch Book in the allotted time. If the instruction has been followed and the results measurable, then the learning goal will be considered successful.

3. Learning Goal #3: Objective 3.1 ~ 3.5: Sculping a clay Spaceship, will be considered successfully learned if a majority of learners can answer questions on the content of the presented material on each of the four visual discussion topics of the Moon (3.1), the Moon Landing (3.2), Spaceships (3.3), and two- and three-dimensional forms (3.4, 3.5).

4. Learning Goal #3 Objective 3.6 ~ 3.8: Sculpting a clay Spaceship, will be deemed successful if the learner has successfully followed direction and illustrated their conception of a two-or three-dimensional Spaceship and translated their design illustration and successful sculpted a Spaceship in the allotted time frame.

Timeline: The timeline for the delivery of lessons will be 2.5 hours beginning on Monday, July 15, 2019, at 9:30 AM and concluding at Noon. It will be delivered in three sections as outlined in the Course/Lesson Goals and Objectives contained herein with specifics listed below and visually demonstrated by the Timeline Gantt Chart.

Specifics: **Timeline_Gantt_Chart_Thompson_5210_2.xlsx**

Section 1*: Learning objectives timeline. ~ Classroom Protocols*

(Time allotted – 20 min. – 1.1~1.6)

1.1 The learner will be able to recognize classroom rules. (2 min. – 1.1)

1.2 The learner will be able to give examples of good behavior and bad behavior. (3 min. – 1.2)

1.3 The learner will be able to recognize good and bad behavior. (3 min. – 1.3)

1.4 The learner will be able to discuss good and bad behavior. (5 min. – 1.4)

1.5 The learner will be able to contrast good behavior from bad behavior. (2 min. 1.5)

1.6 The learner will create a list on the whiteboard of good and bad behaviors in the classroom. (5 min. – 1.6)

Section 2*: Learning objectives timeline. ~ Creation of a Sketch Book*

(Total time allotted - 35 min. – 2.1~2.6)

2.1 The learners will recognize the materials available to make a Sketch Book. (3 min. – 2.1)
2.2 The learners will describe the possible choices of materials for their Sketch Book. (3 min. – 2.2)
2.3 The learner will examine their choices of materials for their Sketch Book. (3 min. – 2.3)
2.4 The learner will be able to differentiate between various materials for their Sketch Book. (3 min. – 2.4)
2.5 The learner will select their choice of materials for their Sketch Book. (3 min. – 2.5)
2.6 The learner will be able to construct a Sketch Book. (20 min – 2.6)

Section 3*: Learning objectives timeline. ~ Create sculpting a Spaceship*

(Total time allotted -1 hr. 35 min. – 3.1 ~ 3.8)

3.1 The learner will be able to recognize examples of the Moon (1 min. ~ 3.1)
3.2 The learner will be able to recognize examples of the Moon Landing (1 min. ~ 3.2)
3.3 The learner will be able to recognize examples of the Spaceship (1 Min. ~ 3.3)
3.4 The learner will be able to describe two- and three- dimensional art forms (2 Min. ~ 3.4)
3.5 The learner will be able to distinguish between a two-dimensional Spaceship and a three-dimensional Spaceship. (1 Min. ~ 3.5)
3.6 The learner will be able to illustrate a plan for a two- dimensional or three-dimensional Spaceship by a drawing in their Sketch Book (10 Min. ~ 3.6)
3.7 The learner will be able to determine if the design can be made into a two-dimensional or three- dimensional Spaceship. (4 Min. ~ 3.7)
3.8 The learner will create a clay model of the design of their two- dimensional or three-dimensional Spaceship (1hr. 15 Min. ~ 3.8)

Instructional Job Aid

Project: Rockport Center for the Arts ~ ArtSpace: Summer Art Explorations for Kids & Teens

TAPF: The topic, audience, purpose, and format of this instructional design document are listed below in detail. Creation of this document follows the ADDIE format and Bloom's Taxonomy of learning goals and learning objectives. The scope of the instructional document is inclusive of learning expectations, course, and lesson components, learning activities, assessment, and evaluation criteria for the development of material and delivery timelines.

Topics: 1.) Classroom protocols ~ Instruction designed to begin week-long instruction with rules of behavior in the classroom, 2.) Decorating a Sketch Book ~ An activity to give the student a beginning project which can be used throughout the remainder of the week, and 3.) Clay sculpting a Spaceship ~ a brief introductory to the Moon, the 1969 Moon Landing anniversary, two- and three-dimensional forms concluding with the student designing and sculpting a clay Spaceship.

Audience: The audience for this instruction is for a composite class size of twelve students, comprised of children in Kindergarten through the second grade with ages ranging from six to eight years.

Purpose: The purpose of the instruction is to engage learners in 1.) the procedures and processes of classroom behavior, 2.) the making, decorating, and personal use of a Sketch Book and 3.) the design and sculpting of a clay Spaceship. The elements of cognitive, assistive, and psychomotor learning activities are incorporated throughout each of the three sections.

Format: The Method of delivery is face to face in a traditional classroom setting. The curriculum delivery is two- and one-half hours of class time from 9:30 AM to Noon. The curriculum delivery is on the first day of a Monday to Friday weekly class schedule.

Learning Expectations: Learning expectations for this instruction are to engage the learners in a fun and recreational morning of activities. Each section involves the learner in 1.) best practices of classroom behavior and social interaction; 2.) development of creative expression in two- and three- dimensions; 3.) exposure to information about the 1969 Moon Landing, with facts about the Moon, Space travel. The final activity for the learner is the design and sculpting of a clay Spaceship.

Introduction: The Job Aid is created to guide the instructor with assistive materials and suggestions for the delivery of three sections of learning activities. Fifteen 20" x 30" illustrative boards are provided to illustrate and focus student attention on the subject material. **Board #0** is a Welcome board as student begin to enter the classroom and be seated. **Boards #1- #8** are designed to focus discussion on the proper classroom protocols and behaviors of the students throughout the whole week. **Board #9** introduces the second section, Making a Sketch Book. **Boards #10-#15** are designed to encourage excitement and discussion of the 1969 Moon Landing and space travel culminating in the creation of a clay model of a Spaceship which will be fired and decorated later in the week. Each section is color-coded for easy recognition.

Welcome to ArtSpace

Golden Year – Anniversary of Moon Landing

Board #0:

- Place Board 0 on the easel before class begins.
- Write the Instructor's name of Whiteboard in large 4" letters.
- Greet students as they enter the classroom.
- Instruct the students to sit where they would like.
- When all the students are assembled, using **Board #0** welcome the students to class. Emphasizing that this year marks the 50th anniversary of the Rockport Art Center and the 50th anniversary of the Moon Landing in 1969.
- Inform students of classroom rules and place **Board #1** on the easel.
- Begin Learning Goal 1: Classroom Protocols.

Section 1: Classroom Protocols

20 Minutes (9:30 AM – 9:50 AM)

Goal 1: Classroom Rules

1. The student will be presented with eight visual boards numbered 1 – 8. Each board measures 20” x 30” in size and is illustrated with large text exemplifying classroom demeanors and rules of behavior. Each of the eight boards distinguishes between appropriate and inappropriate behavior.

2. The student will be able to distinguish good behavior from bad behavior, recognize bad behavior and good behavior in others and themselves, and be able to recall good and bad behaviors as discussed.

3. The student will be able to participate in writing five good behaviors and five bad behaviors on the whiteboard.

Timeline:

Learning Goal 1 - Classrom Protocols			
Learning Objective	1.1	9:30 AM	9:32 AM
Learning Objective	1.2	9:32 AM	9:35 AM
Learning Objective	1.3	9:35 AM	9:38 AM
Learning Objective	1.4	9:38 AM	9:43 AM
Learning Objective	1.5	9:43 AM	9:45 AM
Learning Objective	1.6	9:45 AM	9:50 AM

Board #1:

- Point to **Board #1** and emphasize that there are good behavior and bad behaviors in the class.
- Point to the good behavior of "Raise Your Hand" and explain how questions should be asked. Note that this is an example of good behavior.
- Have all students raise their hand for practice and say the word "good."
- Point to the children yelling.
- Inform students that it is unacceptable to yell at the teacher and fellow students.
- Point back to the children and have students say the word "bad."

Board #2:

- Remove **Board #1** and place it along the wall so that it can be seen.
- Place **Board #2** on the easel.
- Point to the good behavior "Play Nice" and demonstrate and give examples of playing nice.
- Have students say out loud, "Playing Nice is Good."
- Point to the good behavior "Be Polite" and explain that being polite means, saying "Please" and "Thank You
- Ask students if they have other examples of being polite.
- Have students say, "Being Polite is Good."

Board #3:

- Remove **Board #2** and place it along the wall so that it can be seen.
- Place **Board #3** on the easel.
- Point to "Pay Attention" and explain why paying attention is good.
- Have class repeat and say the word "good" out loud.
- Point to the **Board #3** and point to "Work Quietly" and explain the importance of working quietly and not disturbing other students.
- Have class repeat and say the word "good."

Board #4:

- Remove **Board #3** and place it along the wall so that it can be seen.
- Place **Board #4** on the easel.
- Point to the boy making funny faces.
- Instruct students that this behavior is inappropriate.
- Have students say out loud, "No Faces."
- Point to the hands washing in the sink.
- Give emphasis to keeping clean in class.
- Give students examples of ways that they can be clean such as using paper towels, washing their hand, and wiping up spills.
- Have students say, "Clean is good."

Board #5:

- Remove **Board #4** and place it along the wall so that it can be seen.
- Place **Board #5** on the easel.
- Point to the "No Food or Drink" and instruct students that they cannot bring food or drink to class.
- Tell them why it is bad behavior.
- Point to the boy drinking water from a bottle.
- Instruct students that bottled water is permitted and must be capped when not being used.
- If students bring water bottles to class, have them write their names on the bottles of identification.

Board #6:

- Remove **Board #5** and place it along the wall so it can be seen.
- Place **Board #6** on the easel.
- Point to "Think Safety" and explain why safety is so important in the classroom.
- Have students say, "I will be safe."
- Point to "Cellphones Off" and explain why cellphones are disruptive and must be turned off while in class.
- Have all students with cellphones raise their hand.
- Have all students who have identified having cellphones to turn them off or to turn the ringer off or down.

Board #7:

- Remove **Board #6** and place it along the wall so it can be seen.
- Place **Board #7** on the easel.
- Point to "Stay in Your Chair" and "No Running Around."
- Give emphasis on each classroom rule and why it is important to stay in their chair and not be running around the classroom.
- Prompt students to say "Good" when you say "Stay in Your Chair."
- Prompt students to say "Bad" when you say "Running Around."

Board #8:

- Remove **Board #7** and place it along the wall so it can be seen.
- Place **Board #8** on the easel.
- Review each of the items on Board #8, asking students if the classroom behaviors are good or bad.
- When satisfied with the review, turn Board #8 over to the blank side.
- Go to the whiteboard and call on a selected student to give one good classroom behavior.
- Repeat the process until there are at least five good behaviors listed.
- Continue asking for any bad behaviors and list them on the whiteboard.
- When complete, turn over Board #8 and compare.
- Place Board #8 in a visible place in front of the class so it can be seen for the rest of the week.
- Have students stand at their desk and stretch while the instructor prepares for Section 2.

Assessment of Leaning:

Section 1 Rubric ~ Evaluative scoring for all students

	Exceptional	Above Average	Below Average	Unacceptable
Goals & Objectives	**Goal:** The students will be able to understand and apply classroom protocols and etiquette (cognitive, affective, psychomotor). **Objectives:** 1.1 By the end of this lesson, the students will be able to recognize 80% of the classroom rules correctly (cognitive). 1.2 By the end of this lesson, the students will be able to give five examples of good behavior and five examples of bad behavior as measured by participation (cognitive). 1.3 By the end of this lesson, the students will be able to demonstrate good behavior 90 % of the time for the remainder of the class as measured by the number of reprimands (affective). 1.4 1.4 By the end of this lesson, the students will be able to recognize bad behavior demonstrated by others (cognitive). 1.5 By the end of this lesson, the students will be able to contrast good behavior with bad behavior 80% of the time as measured by the student's behavior in class (cognitive). 1.6 By the end of this lesson, the students will collectively create a list on the whiteboard with a minimum of five good behaviors and five bad behaviors in the classroom with 80% accuracy (psychomotor).			
	(5)	(3.25)	(1.75)	(0)
Objective 1.1	The students were able to recognize good behavior and five bad behaviors, with 80% accuracy.	The students were able to recognize less than five but more than three good and bad behaviors with 50% accuracy	The students were able to recognize less than three good and bad behaviors, with 50% accuracy.	The students were unable to recognize any good behaviors or bad behaviors.
Objective 1.2	The students were able to give five examples of good behavior and five bad behaviors.	The students were able to give less than five but more than three good and bad behaviors.	The students were able to give less than three good and bad behaviors	The students were unable to give any good behaviors or bad behaviors.
Objective 1.3	The students were able to demonstrate good behavior 90 % of the time	The students were able to demonstrate good behavior 75% of the time	The students were able to demonstrate good behavior 50 % of the time	The students were able to demonstrate good behavior 25 % of the time

	for the remainder of the class as measured by the two reprimands.	for the remainder of the class as measured by the 5 of reprimands.	for the remainder of the class as measured by the 7 of reprimands	for the remainder of the class as measured by the 10 or more reprimands.
Objective 1.4	The students were able to recognize bad behavior demonstrated by others.	The students were able to recognize bad behavior demonstrated by others most of the time.	The students were able to recognize bad behavior demonstrated by others some but not all of the time.	The students were not able to recognize bad behavior demonstrated by others at all.
Objective 1.5	The students were able to contrast good behavior with bad behavior 80% of the time as measured by the students' behavior in class.	The students were able to contrast good behavior with bad behavior 60% of the time as measured by the students' behavior in class.	The students were able to contrast good behavior with bad behavior 40% of the time as measured by the students' behavior in class.	The students were able to contrast good behavior with bad behavior 0% of the time as measured by the students' behavior in class.
Objective 1.6	The students were able to create a list of five good behavior and five bad behaviors, with 80% accuracy.	The students were able to create a list with less than five but more than three good and bad behaviors with 50% accuracy	The students were able to list less than three good and bad behaviors, with 50% accuracy.	The students were unable to list any good behaviors or bad behaviors.

NOTES:

Section 2: Making a Sketch Book
35 Minutes (9:50 AM – 10:25 AM)

Goal 2: Making a Sketch Book

1. Display one visual 20" x 30" board numbered #9, appropriately illustrating with large text a Sample page of a Sketch Book.

2. Provide each student with precut white paper for the insert of their personal Sketch Book.

3. Instruct the class in the nomenclature of each color of colored paper available and ask to identify each color.

4. Have each student choose a color by name, giving them a choice of colored paper for their Sketch Book.

5. Provide each student with pre-cut colored paper material to examine and choose for their personal Sketch Book.

6. Provide each student with crayons and instruct to the students to decorate their Sketch Book with their design and decoration.

Timeline:

Learning Goal 2 - Create a Personal Sketch Book			
Learning Objective	2.1	9:50 AM	9:53 AM
Learning Objective	2.2	9:53 AM	9:56 AM
Learning Objective	2.3	9:56 AM	9:59 AM
Learning Objective	2.4	9:59 AM	10:02 AM
Learning Objective	2.5	10:02 AM	10:05 AM
Learning Objective	2.6	10:05 AM	10:25 AM

Board #9:

- Place **Board #9** on the easel.
- Tell the student all the wonderful things that can be put into a Sketch Book.
- Pass out the pre-cut white paper insert for their Sketch Book.
- Show the students various choices of colored paper for the cover of their Sketch Book.
- Call out each color of the colored paper so the student can identify which color they want to use.
- Distribute the colored paper to the student when they ask for the color of their choice by name.
- Instruct student how to fold the colored paper of their choice to the precut colored paper.
- Distribute the crayons that the student will use in the decoration of the Sketch Book.
- The instructor will walk around, listen closely, supervise, and answer questions as they arise, but leave each student to their own decorating choices.
- The instructor will go to each student and staple each Sketch Book.

NOTES:

Assessment of Learning:

Section 2 Rubric ~ Evaluative scoring for all students

	Exceptional	Above Average	Below Average	Unacceptable
Goals & Objectives	**Goal:** The students will be able to create a Sketch Book (cognitive, affective, psychomotor). **Objectives:** 2.1 By the end of this lesson, the students will recognize the materials available to make a personal Sketch Book by physically examining the selection of materials (cognitive, psychomotor). 2.2 By the end of this lesson, the students will describe the possible choices of materials for their Sketch Book and select a material color by name (cognitive). 2.3 By the end of this lesson, the students will be able to differentiate between various material choices for the decorating of their Sketch Book (cognitive, affective). 2.4 By the end of this lesson, the students will apply their color choices of materials for their Sketch Book by properly folding the paper and attaching it to the provided pages with 100% success measured by all correctly folding pages and stapling (affective, psychomotor). 2.5 By the end of this lesson, the students will select their choice of crayons for the decoration of their Sketch Book (affective). 2.6 By the end of this lesson, the students will be able to use the selected materials and decorate their personal Sketch Book with successful completion by 80% of the students in the allotted time (psychomotor).			
	(5)	(3.25)	(1.75)	(0)
Objective 2.1	The students were able to recognize the materials available to make a personal Sketch Book by physically examining the selection of materials.	The students were mostly able to recognize the materials available to make a personal Sketch Book by physically examining the selection of materials.	The students were marginally able to recognize the materials available to make a personal Sketch Book by physically examining the selection of materials.	The students were not able to recognize the materials available to make a personal Sketch Book by physically examining the selection of materials.
Objective 2.2	The students were able to describe the possible choices of materials for their Sketch	The students were mostly able to describe the possible choices of materials for their Sketch	The students were marginally able to describe the possible choices of materials for	The students were not able to describe the possible choices of materials for their Sketch

	Book and select a material color by name.	Book and select a material color by name.	their Sketch Book and select a material color by name.	Book and select a material color by name.
Objective 2.3	The students were able to differentiate between various material choices for the decorating of their Sketch Book.	The students were mostly able to differentiate between various material choices for the decorating of their Sketch Book.	The students were marginally able to differentiate between various material choices for the decorating of their Sketch Book.	The students were not able to differentiate between various material choices for the decorating of their Sketch Book.
Objective 2.4	The students were able to apply their color choices of materials for their Sketch Book by properly folding the paper and attaching it to the provided pages with 100% success measured by all correctly folding pages and stapling.	The students were able to mostly apply their color choices of materials for their Sketch Book by properly folding the paper and attaching it to the provided pages with 75% success measured by all correctly folding pages and stapling.	The students were marginally able to apply their color choices of materials for their Sketch Book by properly folding the paper and attaching it to the provided pages with 50% success measured by all correctly folding pages and stapling.	The students were not able to apply their color choices of materials for their Sketch Book by properly folding the paper and attaching it to the provided pages with 25% success measured by all correctly folding pages and stapling.
Objective 2.5	The students were able to select their choice of materials for the decoration of their Sketch Book.	The students were mostly able to select their choice of materials for the decoration of their Sketch Book.	The students were marginally able to select their choice of materials for the decoration of their Sketch Book.	The students were not able to select their choice of materials for the decoration of their Sketch Book.
Objective 2.6	The students were able to use the selected materials and decorate their personal Sketch	The students were mostly able to use the selected materials and decorate their	The students were marginally able to use the selected materials and decorate their	The students were not able to use the selected materials and decorate their personal Sketch

	Book with successful completion by 80% of the students in the allotted time.	personal Sketch Book with successful completion by 60% of the students in the allotted time.	personal Sketch Book with successful completion by 40% of the students in the allotted time.	Book with successful completion by 20% of the students in the allotted time.

NOTES:

Section 3: Sculpting a Spaceship
1 Hour ~ 35 Minutes (10:25 AM – 12:00 Noon)

Goal 3: Clay Sculpting a Spaceship

1. Display one visual board sized 20"x 30" numbered as **Board #10** depicting the Moon illustrated and discussed by instructor.

2. Display one visual board sized 20" x30" numbered as **Board #11** depicting the Moon Landing in 1969 with further detail and discussion by the instructor.

3. Display one visual board sized 20" x 30" numbered as **Board #12** depicting Spaceships, and the contents will be discussed by the instructor.

4. Display one visual board sized 20" x 30" numbered as **Board #13,** illustrating the differences between two- and three-dimensional forms which will be further discussed by the instructor.

5. Display one visual board sized 20" X 30" numbered as **Board #14** depicting Spaceships. The students will be asked to illustrate their conception of a Spaceship in their Sketch Book using crayon or pencil in either two-dimensional or three-dimensional form.

6. The student will be given adequate sculpting clay and model tools and will sculpt a clay Spaceship.

Learning Goal 3 - Create a Clay Spaceship			
Leanring Objective	3.1	10:25 AM	10:26 AM
Learning Objective	3.2	10:26 AM	10:27 AM
Learning Objective	3.3	10:27 AM	10:28 AM
Learning Objective	3.4	10:28 AM	10:30 AM
Learning Objective	3.5	10:30 AM	10:31 AM
Learning Objective	3.6	10:31 AM	10:41 AM
Learning Ojective	3.7	10:41 AM	10:45 AM
Learning Objective	3.8	10:45 AM	12:30 PM

Board #10:

- Place **Board #10** on the easel.
- Tell the students that the Moon orbits the Earth every 27.3 days.
- Tell the student that the Moon is only one fifth the size of Earth.
- Tell the students how hot and how cold it gets on the Moon.
- Tell the students about gravity on the Moon.
- Tell the students that we can see only 50% of the Moon at any given time.
- Place **Board #10,** where it can be seen.

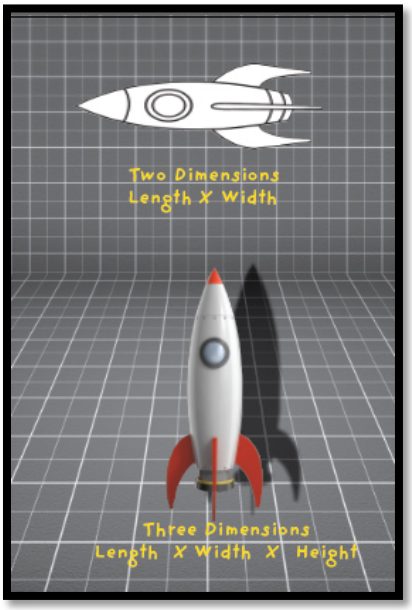
Board #11:

- Place **Board #11** on the easel.
- Tell students that the Moon is 238, 900 miles from Earth.
- Tell students about the 50th anniversary of the Moon Landing on July 20th, 1969.
- Place **Board #11** with **Board #10** where it can be seen.

Board #12:

- Place **Board #12** on the easel.
- Ask students to describe a Spaceship.
- Tell them that they are going to create a Spaceship out of clay.
- Encourage questions about the Moon, the Moon Landing, and Spaceships.
- Ask questions about what has been discussed.
- Remove Board #12 from easel and place with **Board #10,** and **Board #11** in a place where it can be seen.

Board #13:



- Place **Board #13** on the easel.
- Explain the differences between a two- and three-dimensional object.
- Have students draw an example of a Spaceship in two-dimensions in their Sketch Book.
- Have students draw an example of a three-dimensional Spaceship in their Sketch Book.
- When complete, remove **Board #13** and place with **Boards #10, #11, #12** in a place where it can be seen.

Board #14:

- Place **Board #14** on the easel.
- Instruct students that they are now going to use modeling clay to create a Spaceship.
- The instructor will pass out clay.
- The instructor will pass out modeling tools.
- The students will now sculpt their representation of a Spaceship.
- The student will present their finished creation to the instructor to be fired and returned later in the week to be decorated.
- The instructor will direct an end of class clean up by students and when complete, will dismiss the class at Noon.

NOTES:

Assessment of Learning:

Section 3 Rubric ~ Evaluative scoring for all students

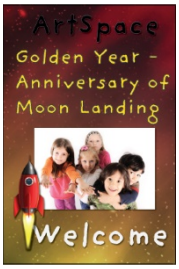
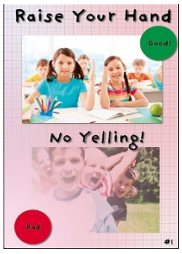
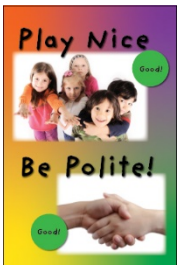
	Exceptional	Above Average	Below Average	Unacceptable
Goals & Objectives	**Goal:** The students will be able to create a sculpted model of a Spaceship (cognitive, affective, psychomotor). **Objectives:** 3.1 By the end of this lesson, the students will be able to recognize examples of the Moon as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy (cognitive). 3.2 By the end of this lesson, the students will be able to recognize examples of the Moon Landing as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy(cognitive). 3.3 By the end of this lesson, the students will be able to recognize examples of a Spaceship as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy(cognitive). 3.4 By the end of this lesson, the students will be able to describe two- and three- dimensional forms when asked to identify illustrations of each with 80% accuracy (cognitive). 3.5 By the end of this lesson, the students will be able to distinguish between a two-dimensional Spaceship and a three-dimensional Spaceship (cognitive). 3.6 By the end of this lesson, the students will be able to illustrate a plan for a two- dimensional or three-dimensional Spaceship as demonstrated by a drawing in their Sketch Book (affective, psychomotor). 3.7 By the end of this lesson, the students will be able to determine if the design can be made into a two-dimensional or three-dimensional Spaceship (cognitive, affective). 3.8 By the end of this lesson, the students will create a clay model of the design of their two- dimensional or three- dimensional Spaceship (affective, psychomotor).			
	(5)	(3.25)	(1.75)	(0)
Objective 3.1	The students were able to recognize examples of the Moon as demonstrated by their ability to recognize a	The students were mostly able to recognize examples of the Moon as demonstrated by their ability to recognize a	The students were marginally able to recognize examples of the Moon as demonstrated by their ability to recognize a	The students were not able to recognize examples of the Moon as demonstrated by their ability to recognize a

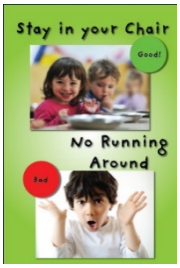
	photo and call it by name with 100% accuracy.	photo and call it by name with 75% accuracy.	photo and call it by name with 50% accuracy.	photo and call it by name with 25% accuracy.
Objective 3.2	The students were able to recognize examples of the Moon Landing as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy.	The students were mostly able to recognize examples of the Moon Landing as demonstrated by their ability to recognize a photo and call it by name with 75% accuracy.	The students were marginally able to recognize examples of the Moon Landing as demonstrated by their ability to recognize a photo and call it by name with 50% accuracy.	The students were not able to recognize examples of the Moon Landing as demonstrated by their ability to recognize a photo and call it by name with 25% accuracy.
Objective 3.3	The students were able to recognize examples of a Spaceship as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy.	The students were mostly able to recognize examples of a Spaceship as demonstrated by their ability to recognize a photo and call it by name with 75% accuracy.	The students were marginally able to recognize examples of a Spaceship as demonstrated by their ability to recognize a photo and call it by name with 50% accuracy.	The students were not able to recognize examples of a Spaceship as demonstrated by their ability to recognize a photo and call it by name with 25% accuracy.
Objective 3.4	The students were able to describe two- and three-dimensional forms when asked to identify illustrations of each with 80% accuracy.	The students were mostly able to describe two- and three-dimensional forms when asked to identify illustrations of each with 60% accuracy.	The students were marginally able to describe two- and three-dimensional forms when asked to identify illustrations of each with 40% accuracy.	The students were not able to describe two- and three-dimensional forms when asked to identify illustrations of each with 20% accuracy.
Objective 3.5	The students were able to distinguish between a two-dimensional Spaceship and a three-dimensional Spaceship.	The students were mostly able to distinguish between a two-dimensional Spaceship and a three-dimensional Spaceship.	The students were not able to distinguish between a two-dimensional Spaceship and a three-dimensional Spaceship.	The students were not able to distinguish between a two-dimensional Spaceship and a three-dimensional Spaceship.
Objective 3.6	The students were able to	The students were mostly able	The students were marginally	The students were not able to

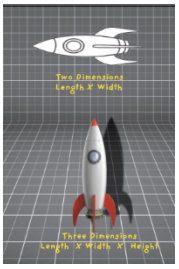
	illustrate a plan for a two-dimensional or three-dimensional Spaceship as demonstrated by a drawing in their Sketch Book.	to illustrate a plan for a two-dimensional or three-dimensional Spaceship as demonstrated by a drawing in their Sketch Book.	able to illustrate a plan for a two-dimensional or three-dimensional Spaceship as demonstrated by a drawing in their Sketch Book.	illustrate a plan for a two-dimensional or three-dimensional Spaceship as demonstrated by a drawing in their Sketch Book.
Objective 3.7	The students were able to determine if the design can be made into a two-dimensional or three-dimensional Spaceship.	The students were mostly able to determine if the design can be made into a two-dimensional or three-dimensional Spaceship.	The students were marginally able to determine if the design can be made into a two-dimensional or three-dimensional Spaceship.	The students were not able to determine if the design can be made into a two-dimensional or three-dimensional Spaceship.
Objective 3.8	The students were able to create a clay model of the design of their two-dimensional or three-dimensional Spaceship.	The students were mostly able to create a clay model of the design of their two-dimensional or three-dimensional Spaceship.	The students were marginally able to create a clay model of the design of their two-dimensional or three-dimensional Spaceship.	The students were not able to create a clay model of the design of their two-dimensional or three-dimensional Spaceship.

NOTES:

ArtSpace Boards Summary Worksheet

	Board #0 – ArtSpace – Golden Year – Anniversary of Moon Landing — Welcome
	Board #1 – Raise Your Hand No Yelling
	Board #3 – Play Nice Be Polite
	Board #4 – Pay Attention Work Quietly
	Board #5 – No Faces Keep Clean

	Board #6 – No Food or Drink Only Bottled Water
	Board #7 – Think Safety Cellphone Off
	Board #8 – Stay in your Chair No Running Around
	Board #9 – Rules
	Board #10 – My Sketch Book
	Board #11 – The Moon

	Board #12 – Moon Landing
	Board #13– What is a Spaceship?
	Board #14 – Two- & Three- Dimensional Forms
	Board #15 – Let's Build a Spaceship

Implementation Plan
ArtSpace: Summer Art Explorations for Kids & Teens

Settings and Users

1. The implementation of the learning module will take place in a portable building on the campus of the Rockport Center for the Arts. The delivery will take place in classroom A.

2. The courseware is designed for children ages six to eight years of age who are in elementary school Kindergarten through Second grade. The delivery of the learning module will most likely be a one-time delivery.

Learning Technologies

1. The learning technologies used consists of 15 visual boards measuring 20" x 30", constructed of heavyweight foam core requiring an easel to display. Each is illustrated with appropriate fonts and graphics. The visual boards are hereafter referred to as the learning technology. The technology is analog and presents the most effective methodology within the context of the classroom's capabilities and age of the learners.

2. The first goal of the learning technology is to bring an organized approach to instructional delivery of classroom protocols, making a Sketch Book, and an appreciation of Space culminating with the sculpting of a Spaceship. A secondary goal is to engage learners with visuals to stimulate recreational and fun activities. The outcome for the learning technology will be observable through student attentiveness and engagement in the activities.

3. The practical usage of the learning technology in the classroom setting is established via building learning relationships between the teacher and the learner. The practical use of the visual boards is to bring pictures, and words together where no other form of media is available, other than a whiteboard and markers. By focusing on the linear delivery of the boards, the instructor will foster attention on the subject matter, emphasizing the learning goals and objectives.

4. There are three learning of technology units or sections necessary to support the goals and objects of the ArtSpace instruction. The three sections are identified as Section 1: classroom protocols, Section 2: making a Sketch Book, and Section 3: sculpting a clay spaceship.

5. The visual boards will be used throughout each of the three learning sections, with nine boards displayed in Section1, one board in Section 2, and five boards in Section 3. All sections are completed within the timeframe of 2.5 hours from 9:30 AM to Noon.

6. The technology may require replacement due to wear and tear loss, or damage. The graphic files can be modified as required using appropriate graphic software such as

Adobe Illustrator or Corel Draw. Consideration of outsourcing the creation of the boards by commercial enterprises may reduce cost requirements for instructional personnel. Printing capabilities for large dimensional images, adhesive vinyl material, board substrate, graphic creation software, computing capability for graphic creation and knowledgeable development personnel are all requirement.

Training and Support Resources

1. Aside from the cost of development and the design and construction of the boards, minimal resources are required. Materials such as the clay, construction paper, crayons, and the peripherals and incidentals are all that is required for the delivery of the class.

2. Training for each group of users, defined as all teachers or interns, will be implemented as a pre-delivery training session the week before the start of the Summer ArtSpace program. The pre-delivery training will require not more that one to two hours to explain the learning goals and objectives, the Job Aid, the evaluation requirements, and the support materials.

3. Although there is a salaried staff person at the Rockport Center for the Arts, all instructors are unpaid with a large majority of the instruction being delivered by interns from the Southwest School for the Arts from San Antonio, Texas. The staff person handles are human resource needs and decisions.

4. Recommendations would include the cyclical instructor orientation delivered each year for returning and new instructors before the annual ArtSpace Summer sessions.

5. Just in time training and support consists of the Job Aid and a quick reference to materials before delivery within a 30-minute window before the beginning of class.

Evaluation
ArtSpace: Summer Art Explorations for Kids & Teens

I. Evaluation mechanism for the training and support resources

A. Upon completion of the delivery, the instructor will be questioned with the intent to discover the value of materials and delivery flow.

1. Question: In your opinion, rate from 1 to 5 how useful the Job Aid was in your understanding of how information should be presented?

Not Useful	Not too Useful	Useful	Somewhat Useful	Very Useful
1	2	3	4	5

2. Question: In your opinion, rate from 1 to 5 how valuable the visual material (boards) was for the comprehension of each section.

No Value	Not too Valuable	Valuable	Somewhat Valuable	Very Valuable
1	2	3	4	5

B. Upon completion of delivery, the instructor will be questioned with intent to ascertain the success and failure of the materials.

1. Question: Now that the class is concluded, rate from 1 to 5 how successful was the use of the materials in the classroom.

Not Successful	Not Very Successful	Successful	Somewhat Successful	Very Successful
1	2	3	4	5

2. Question: Do you believe that the learning goals were achieved?

Not Achieved	Marginally Achieved	Achieved	Mostly Achieved	Highly Achieved
1	2	3	4	5

3. Question: Rating from 1 to 5, in your opinion, was the class an overall success or failure?

100% Failure	75% Failure 25% Success	50% Success 50% Failure	75% Success 25% Failure	100% Success
1	2	3	4	5

C. Upon completion of delivery, the instructor will be questioned with the intent to get instructor opinion and insight into the design development process.

1. Question: Initially, during the analysis, a few areas of instructional concerns were addressed, such as misbehavior by the students and the lack of visual capabilities were a matter of concern. What in your opinion, was the value of the instructional design process toward successfully solving the problems initially identified?

No Value	Not Very Valuable	Valuable	Somewhat Valuable	Very Valuable
1	2	3	4	5

2. Question: Based on your subjective opinion, what made the design useful or not useful? Why?

D. An evaluation using a rubric for each section related to the goals and objectives will be undertaken and analyzed.

Rubric scoring is for the whole student body and not for an individual student.

Section 1: Classroom Protocols ~ Rubric

Goals & Objectives	**Goal:** The students will be able to understand and apply classroom protocols and etiquette (cognitive, affective, psychomotor). **Objectives:** 1.7 By the end of this lesson, the students will be able to recognize 80% of the classroom rules correctly (cognitive). 1.8 By the end of this lesson, the students will be able to give five examples of good behavior and five examples of bad behavior as measured by participation (cognitive). 1.9 By the end of this lesson, the students will be able to demonstrate good behavior 90 % of the time for the remainder of the class as measured by the number of reprimands (affective). 1.10 1.4 By the end of this lesson, the students will be able to recognize bad behavior demonstrated by others (cognitive). 1.11 By the end of this lesson, the students will be able to contrast good behavior with bad behavior 80% of the time as measured by the student's behavior in class (cognitive). 1.12 By the end of this lesson, the students will collectively create a list on the whiteboard with a minimum of five good behaviors and five bad behaviors in the classroom with 80% accuracy (psychomotor).				
	Exceptional	**Above Average**	**Below Average**	**Unacceptable**	
	(5)	(3.25)	(1.75)	(0)	Score
Objective 1.1	The students were able to recognize good behavior and five bad behaviors, with 80% accuracy.	The students were able to recognize less than five but more than three good and bad behaviors with 50% accuracy	The students were able to recognize less than three good and bad behaviors, with 50% accuracy.	The students were unable to recognize any good behaviors or bad behaviors.	
Objective 1.2	The students were able to give five examples of good behavior and five bad behaviors.	The students were able to give less than five but more than three good and bad behaviors.	The students were able to give less than three good and bad behaviors	The students were unable to give any good behaviors or bad behaviors.	

Objective 1.3	The students were able to demonstrate good behavior 90 % of the time for the remainder of the class as measured by the two reprimands.	The students were able to demonstrate good behavior 75% of the time for the remainder of the class as measured by the 5 of reprimands.	The students were able to demonstrate good behavior 50 % of the time for the remainder of the class as measured by the 7 of reprimands	The students were able to demonstrate good behavior 25 % of the time for the remainder of the class as measured by the 10 or more reprimands.	
Objective 1.4	The students were able to recognize bad behavior demonstrated by others.	The students were able to recognize bad behavior demonstrated by others most of the time.	The students were able to recognize bad behavior demonstrated by others some but not all of the time.	The students were not able to recognize bad behavior demonstrated by others at all.	
Objective 1.5	The students were able to contrast good behavior with bad behavior 80% of the time as measured by the students' behavior in class.	The students were able to contrast good behavior with bad behavior 60% of the time as measured by the students' behavior in class.	The students were able to contrast good behavior with bad behavior 40% of the time as measured by the students' behavior in class.	The students were able to contrast good behavior with bad behavior 0% of the time as measured by the students' behavior in class.	
Objective 1.6	The students were able to create a list of five good behavior and five bad behaviors, with 80% accuracy.	The students were able to create a list with less than five but more than three good and bad behaviors with 50% accuracy	The students were able to list less than three good and bad behaviors, with 50% accuracy.	The students were unable to list any good behaviors or bad behaviors.	
	Exceptional	**Above Average**	**Below Average**	**Unacceptable**	**Total**

Section 2: Making a Sketch Book ~ Rubric

Goals & Objectives	**Goal:** The students will be able to create a Sketch Book (cognitive, affective, psychomotor). **Objectives:** 2.7 By the end of this lesson, the students will recognize the materials available to make a personal Sketch Book by physically examining the selection of materials (cognitive, psychomotor). 2.8 By the end of this lesson, the students will describe the possible choices of materials for their Sketch Book and select a material color by name (cognitive). 2.9 By the end of this lesson, the students will be able to differentiate between various material choices for the decorating of their Sketch Book (cognitive, affective). 2.10 By the end of this lesson, the students will apply their color choices of materials for their Sketch Book by properly folding the paper and attaching it to the provided pages with 100% success measured by all correctly folding pages and stapling (affective, psychomotor). 2.11 By the end of this lesson, the students will select their choice of materials for the decoration of their Sketch Book (affective). 2.12 By the end of this lesson, the students will be able to use the selected materials and decorate their personal Sketch Book with successful completion by 80% of the students in the allotted time (psychomotor).				
	Exceptional	**Above Average**	**Below Average**	**Unacceptable**	
	(5)	(3.25)	(1.75)	(0)	Score
Objective 2.1	The students were able to recognize the materials available to make a personal Sketch Book by physically examining the selection of materials.	The students were mostly able to recognize the materials available to make a personal Sketch Book by physically examining the selection of materials.	The students were marginally able to recognize the materials available to make a personal Sketch Book by physically examining the selection of materials.	The students were not able to recognize the materials available to make a personal Sketch Book by physically examining the selection of materials.	
Objective 2.2	The students were able to describe the	The students were mostly able to	The students were marginally able to describe	The students were not able to describe the	

	possible choices of materials for their Sketch Book and select a material color by name.	describe the possible choices of materials for their Sketch Book and select a material color by name.	the possible choices of materials for their Sketch Book and select a material color by name.	possible choices of materials for their Sketch Book and select a material color by name.	
Objective 2.3	The students were able to differentiate between various material choices for the decorating of their Sketch Book.	The students were mostly able to differentiate between various material choices for the decorating of their Sketch Book.	The students were marginally able to differentiate between various material choices for the decorating of their Sketch Book.	The students were not able to differentiate between various material choices for the decorating of their Sketch Book.	
Objective 2.4	The students were able to apply their color choices of materials for their Sketch Book by properly folding the paper and attaching it to the provided pages with 100% success measured by all correctly folding pages and stapling.	The students were able to mostly apply their color choices of materials for their Sketch Book by properly folding the paper and attaching it to the provided pages with 75% success measured by all correctly folding pages and stapling.	The students were marginally able to apply their color choices of materials for their Sketch Book by properly folding the paper and attaching it to the provided pages with 50% success measured by all correctly folding pages and stapling.	The students were not able to apply their color choices of materials for their Sketch Book by properly folding the paper and attaching it to the provided pages with 25% success measured by all correctly folding pages and stapling.	
Objective 2.5	The students were able to select their choice of materials for the decoration	The students were mostly able to select their choice of materials for the decoration	The students were marginally able to select their choice of materials for the decoration of	The students were not able to select their choice of materials for the decoration	

	of their Sketch Book.	of their Sketch Book.	their Sketch Book.	of their Sketch Book.	
Objective 2.6	The students were able to use the selected materials and decorate their personal Sketch Book with successful completion by 80% of the students in the allotted time.	The students were mostly able to use the selected materials and decorate their personal Sketch Book with successful completion by 60% of the students in the allotted time.	The students were marginally able to use the selected materials and decorate their personal Sketch Book with successful completion by 40% of the students in the allotted time.	The students were not able to use the selected materials and decorate their personal Sketch Book with successful completion by 20% of the students in the allotted time.	
	Exceptional	**Above Average**	**Below Average**	**Unacceptable**	**Total**

Section 3: Sculpting a Spaceship ~ Rubric

Goals & Objectives	**Goal:** The students will be able to create a sculpted model of a Spaceship (cognitive, affective, psychomotor). **Objectives:** 3.9 By the end of this lesson, the students will be able to recognize examples of the Moon as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy (cognitive). 3.10 By the end of this lesson, the students will be able to recognize examples of the Moon Landing as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy(cognitive). 3.11 By the end of this lesson, the students will be able to recognize examples of a Spaceship as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy(cognitive). 3.12 By the end of this lesson, the students will be able to describe two- and three- dimensional forms when asked to identify illustrations of each with 80% accuracy (cognitive). 3.13 By the end of this lesson, the students will be able to distinguish between a two-dimensional Spaceship and a three-dimensional Spaceship (cognitive). 3.14 By the end of this lesson, the students will be able to illustrate a plan for a two- dimensional or three-dimensional Spaceship as demonstrated by a drawing in their Sketch Book (affective, psychomotor). 3.15 By the end of this lesson, the students will be able to determine if the design can be made into a two-dimensional or three- dimensional Spaceship (cognitive, affective). 3.16 By the end of this lesson, the students will create a clay model of the design of their two- dimensional or three- dimensional Spaceship (affective, psychomotor).				
	Exceptional	**Above Average**	**Below Average**	**Unacceptable**	
	(5)	(3.25)	(1.75)	(0)	Score
Objective 3.1	The students were able to recognize examples of the Moon as demonstrated by their ability to recognize a photo and	The students were mostly able to recognize examples of the Moon as demonstrated by their ability to recognize a photo and call it by	The students were marginally able to recognize examples of the Moon as demonstrated by their ability to recognize a photo and call it	The students were not able to recognize examples of the Moon as demonstrated by their ability to recognize a photo and call it by name	

	call it by name with 100% accuracy.	name with 75% accuracy.	by name with 50% accuracy.	with 25% accuracy.	
Objective 3.2	The students were able to recognize examples of the Moon Landing as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy.	The students were mostly able to recognize examples of the Moon Landing as demonstrated by their ability to recognize a photo and call it by name with 75% accuracy.	The students were marginally able to recognize examples of the Moon Landing as demonstrated by their ability to recognize a photo and call it by name with 50% accuracy.	The students were not able to recognize examples of the Moon Landing as demonstrated by their ability to recognize a photo and call it by name with 25% accuracy.	
Objective 3.3	The students were able to recognize examples of a Spaceship as demonstrated by their ability to recognize a photo and call it by name with 100% accuracy.	The students were mostly able to recognize examples of a Spaceship as demonstrated by their ability to recognize a photo and call it by name with 75% accuracy.	The students were marginally able to recognize examples of a Spaceship as demonstrated by their ability to recognize a photo and call it by name with 50% accuracy.	The students were not able to recognize examples of a Spaceship as demonstrated by their ability to recognize a photo and call it by name with 25% accuracy.	
Objective 3.4	The students were able to describe two- and three-dimensional forms when asked to identify illustrations of each with 80% accuracy.	The students were mostly able to describe two- and three-dimensional forms when asked to identify illustrations of each with 60% accuracy.	The students were marginally able to describe two- and three-dimensional forms when asked to identify illustrations of each with 40% accuracy.	The students were not able to describe two- and three-dimensional forms when asked to identify illustrations of each with 20% accuracy.	

Objective 3.5	The students were able to distinguish between a two-dimensional Spaceship and a three-dimensional Spaceship.	The students were mostly able to distinguish between a two-dimensional Spaceship and a three-dimensional Spaceship.	The students were not able to distinguish between a two-dimensional Spaceship and a three-dimensional Spaceship.	The students were not able to distinguish between a two-dimensional Spaceship and a three-dimensional Spaceship.	
Objective 3.6	The students were able to illustrate a plan for a two-dimensional or three-dimensional Spaceship as demonstrated by a drawing in their Sketch Book.	The students were mostly able to illustrate a plan for a two-dimensional or three-dimensional Spaceship as demonstrated by a drawing in their Sketch Book.	The students were marginally able to illustrate a plan for a two-dimensional or three-dimensional Spaceship as demonstrated by a drawing in their Sketch Book.	The students were not able to illustrate a plan for a two-dimensional or three-dimensional Spaceship as demonstrated by a drawing in their Sketch Book.	
Objective 3.7	The students were able to determine if the design can be made into a two-dimensional or three-dimensional Spaceship.	The students were mostly able to determine if the design can be made into a two-dimensional or three-dimensional Spaceship.	The students were marginally able to determine if the design can be made into a two-dimensional or three-dimensional Spaceship.	The students were not able to determine if the design can be made into a two-dimensional or three-dimensional Spaceship.	
Objective 3.8	The students were able to create a clay model of the design of their two-dimensional or three-dimensional Spaceship.	The students were mostly able to create a clay model of the design of their two- dimensional or three-dimensional Spaceship.	The students were marginally able to create a clay model of the design of their two-dimensional or three-dimensional Spaceship.	The students were not able to create a clay model of the design of their two-dimensional or three-dimensional Spaceship.	
	Exceptional	**Above Average**	**Below Average**	**Unacceptable**	**Total**

Accumulated Totals of Sections 1, 2, and 3:

	Exceptional	Above Average	Below Average	Unacceptable	Total
Section 1: Classroom Protocols					
Section 2: Making a Sketch Book					
Section 3: Sculpting a Spaceship					
Sum Totals:					

Return on Investment

Programs Costs:

Materials:

15 Blank white Boards	$3.00 Each * 15	$ 45.00
Adhesive Vinyl	$.28/ inch * 21 inches per * 15	$ 88.20
Printing Ink	$.025/inch * 600 sq. in. * 15	$225.00
Total Material Costs:		$358.20
Manufacturing Labor Costs*	$10.00/hr. minimum * 17 hrs.	$170.00
Total Cost of Materials		**$528.20**

NOTE: All overhead expenses, e.g., facilities, art supplies, and snacks, are provided by the Rockport Art Center at their expense.

***Labor:**

Design & Development of 15 Graphics	Time estimates approximately ¾ hour per board minimum	11.25 hrs.
Printing and Attachment of Graphics to Boards	Time average 20 minutes per board minimum	5 hrs.
Delivery to Instructor	Delivery to Classroom and Instructor	.75 hr.

NOTE: All instructors cost are pro bono.

Program Benefits ~ ROI:

Value Assessment:

Number of Students: 10 (Number is arbitrary for example purposes)

Number of Hours: 2.5

Total Student Hours: Number of Students * Number of Hours = 25

Value/Hour: $10.00 (An arbitrary value which can be raised or lowered)

Net Program Benefit = Total Student Hours * Value/Hr.

= 25 * $10.00

Net Program Benefit = $250.00

Return on Investment

ROI = Net Program Benefits * 100/ Program Costs.

ROI = $250.00 *100 /528.20

ROI = $2500.00/528.20

ROI = 4.73:1