



## Understanding by Design in a Nutshell

### **Reflecting on the three stages of the learning plan...**

#### Desired Results

1. What long-term transfer goals are targeted?
2. What meaning should students make?
3. What essential questions will students explore?
4. What knowledge and skill will students acquire?

#### Evidence

1. What performances and products will reveal evidence of meaning-making and transfer?
2. What additional evidence will be collected for other Desired Results?

#### Learning Plan

1. What activities, experiences, and lessons will lead to achievement of the desired results and success of the assessments?
2. How will the learning plan help students for Acquisition, Meaning Making and Transfer?\*
3. How will the unit be sequenced and differentiated to optimize achievement for all learners?

\*Teachers are coaches of understanding, not mere purveyors of content or activity. They design for and support “meaning making” and “transfer” by the learner; and adjust to achieve intended results

# Big Ideas List

feel free to add more.....

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| interdependence                 | cooperation                       |
| identity                        | aging                             |
| power                           | community                         |
| life and death                  | heroes                            |
| decay                           | family                            |
| idealism                        | ritual                            |
| communication                   | views of reality and subjectivity |
| conflict                        | social norms                      |
| celebration                     | uncertainty                       |
| relationships                   | suffering                         |
| human diversity                 | materialism                       |
| nature and culture              | utopias                           |
| fantasy                         | social order                      |
| stability and change            | growth                            |
| patterns                        | cause and effect                  |
| scale, proportion, and quantity | systems                           |
| cycles                          | structure and function            |
| force                           | movement                          |
| order                           | part/whole                        |
| perception                      | perspective                       |
| place                           | survival                          |

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Assembled from:  
Walker, Sydney. *Teaching Meaning in Artmaking*, 2001;  
*A Framework for K-12 Science Education*, July 2011  
North Carolina Museum of Art, <http://artnc.org/about>, 2012

## Checklist for Big Ideas

- \_\_\_\_\_ Is this idea worth exploring in depth? Does it have many layers and nuances not obvious to the naïve or inexperienced person?
- \_\_\_\_\_ Can it be used throughout K-12?
- \_\_\_\_\_ Do you have to dig deep to really understand its subtle meanings and implications, even if anyone can have a surface grasp of it?
- \_\_\_\_\_ Is the big idea (therefore) prone to misunderstanding as well as disagreement?
- \_\_\_\_\_ Will you likely change your mind about the meaning and importance of the big idea over a lifetime?
- \_\_\_\_\_ Does the big idea reflect core ideas in a field or in life, as judged by experts?
- \_\_\_\_\_ Does the big idea have lasting value, and in other situations/content areas transfer to other inquiries? Does the big idea connect meaningfully to all content areas involved in the arts-integrated unit?

## Checklist for Essential Questions

- \_\_\_\_\_ Is the essential question(s) interpretive? i.e. have no single "right answer."
- \_\_\_\_\_ Is the essential question(s) provocative and sustain student inquiry, while focusing learning and final performances?
- \_\_\_\_\_ Does the essential question(s) raise other important questions?
- \_\_\_\_\_ Does the essential question(s) provide organizing purpose for meaningful and connected learning?
- \_\_\_\_\_ Does the essential questions(s) stimulate vital, on-going rethinking of big ideas, assumptions, and prior lessons?
- \_\_\_\_\_ Does the essential question drive meaningful inquiry in all content areas involved in the arts-integrated unit?
- \_\_\_\_\_ Does the essential question naturally occur, sparking opportunity for transfer to other situations and content areas?

## Checklist for Enduring Understandings

- \_\_\_\_\_ Is the enduring understanding based on transferable, big ideas at the heart of the disciplines and in need of uncoverage?
- \_\_\_\_\_ Is the enduring understanding framed by questions that spark meaningful connections, provoke genuine inquiry and deep thought, and encourage transfer?
- \_\_\_\_\_ Does it begin with the sentence stem: "Students will understand that..."
- \_\_\_\_\_ Does the enduring understanding connect meaningfully to all content areas involved in the arts-integrated unit?

### **Next steps:**

*Identify appropriate goals (e.g., content standards, benchmarks, curriculum objectives)*

*Identify best assessment fit and evaluative criteria*