

Instructional Design Needs Analysis Report

-Stacey Bernstein

Need: Readings & Writings in Art

To improve cross content literacy in our students, Vantage Point Campus has “upped the ante” on reading and writing classes starting next school year, Fall 2000. I have been scheduled to teach an English class. I have decided to call the class Readings & Writings in Art.

Standards:

Colorado English Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Colorado Visual Arts Content Standard 1: Students recognize and use the visual arts as a form of communication.

Content Analysis

- Students should have a broader understanding of cultural and historical influences of the visual arts and artists, and be able to successfully communicate that understanding via the written word.
- Students should be able to develop written interpretations of past/contemporary cultural/artistic phenomena.
- Students should also be able to complete a variety of writing tasks such as:
 - personal responses to images, reading materials, video, and audio;
 - outlines;
 - journaling;

short reports; and
essays.

- Students score proficient or above in Content, Organization, Structure, and Editing.

Audience Analysis

- “At-risk” for a variety of reasons.
- Ages range from 14 to 21.
- Most have gaps in their learning due to non-attendance issues usually beginning in middle school.
- Almost 80% of our student population is below proficient in writing. During the Spring 2000 district writing assessment, of 157 VPC students
 - 1% performed at an advanced level,
 - 20% proficient,
 - 58% partially proficient, and
 - 20% at an unsatisfactory level.
- Compared to reading, the writing/language scores are consistently lower in District level tests, performance assessments, and CAT scores.
- Developmentally our students are old enough for more abstract and critical thinking demonstrated through the written word, but they have not had enough practice.

Vantage Point students need to be guided in their thinking, create written expression of that thinking, use correct grammar and vocabulary, talk about

their own and each others writing, and compare and analyze good and bad writing. Our students require motivation, guidance, and support. Readings & Writings in Art will consistently require students to make written responses to a variety of experiences such as:

Fine Art reproductions;

magazine articles;

video;

audio;

art history texts written by and about artists;

children's literature (with an arts focus); and

slide shows.... a plethora of input to reflect upon, analyze, and evaluate.

Consistent scheduling of small and large group discussion about topics will stimulate thinking, and influence the writing process.

Resources Analysis

- A variety of learning materials:

books and videos by and about visual artists and art movements

fine art reproductions

slides

audio- "life sounds"

multimedia

Why multimedia:

It is a self contained unit for presentation of audio and visual components.

It has navigational ease of use, non-linear access to content of lesson.

It will provide relevant content for the students to study, discuss, analyze, evaluate, and write about.

- Equipment.
 - TV and VCR
 - computer workstation with projection device
- Budget: unknown at this stage.
- LRT support.
 - Kira Forkin, Language Arts and Literacy Resource Teacher

Organizational Analysis

- Increased requirements of reading and writing classes for students.
- 9 week quarter system.
 - 1 hour 10 minutes in each class, 22-24 hours of class time total
- Multi-age, multi-level class composition.
- Small class size.

Existing Training & Resources Analysis

- Reading and Writing classes.
 - Other staff expect similar outcomes, teach similar skills.
- Staff support.
 - Kira Forkin, Language Arts and Literacy Resource Teacher
 - special ed para (?)
- Equipment.

Evaluation Analysis

- Variety of writing tasks.
 - personal responses to: images, reading materials, video, audio
 - outlines
 - journaling
 - short reports
 - essays
- VPC/District reading and writing benchmarks and rubrics.
- Peer evaluation.
 - “safe” venue for formative and summative feedback provides practice in analyzing the writing of another
- Self evaluation.