Sequencing Worksheet for Course Activities and Assignments (EXAMPLE)

PURPOSES		TASKS		CRITERIA		
GOAL: SKILLS 5 years out Bloom, DQP, GenEd	**GOAL: CONTENT KNOWLEDGE** 5 years out	**ACTIVITY OR ASSIGNMENT**	**CUES** Bloom, Felder (page 2)	**ASSESSMENT FROM**	**STAKES %**	**Metrics: Checklist shared with students**
Understand tools, terms, methods, measures, frameworks *understand Renaissance art-making techniques and tools, terms, social history of art*	*Michelangelo' s David, Ancient models for Ren. Legitimacy, Daily Life in Ren. Italy*	*in-class formal analysis of art exercise*	*identify, describe*	*peers and teacher*	*low*	*Students conduct an in-class formal analysis with coaching, gather feedback, list some strategies to guide their upcoming independent work.*
		take-home paper: formal analysis of artwork	*identify, locate, describe*	*teacher*	*medium*	*Students address all categories on the formal analysis guide in an independent project completed on their own*
Apply tools, terms, methods to analyze a case *use artifacts, primary and secondary sources to construct the story*	*art and politics in Renaissance republics, religious orders, dynasties*	*in-class analysis of primary, secondary sources*	*separate, compare, summarize*	*peers and teacher*	*low*	*Students use guided checklist in class to evaluate how various primary and secondary sources are helpful to our research question*
		take-home assignment: annotated bibliography explaining how each source helps you	*choose, cite, decide, describe*	*peers* *teacher*	*low* *medium*	*Students independently apply the guided checklist to evaluate how primary and secondary sources are helpful to their research question*
Evaluate an example/case *judge reliability of primary sources, secondary scholarship*	*politics of preserving, pricing and selling Renaissance art*	*in-class activity: reconstruct the production conditions of the Last Judgment fresco, using conflicting primary sources and contemporary conservation analysis*	*compare, make a judgment, interpret, debate, choose*	*peers and teacher*	*low*	*Students reconcile conflicting evidence from primary sources and other data to reach a judgment about what happened and how these events are significant for them now*
		take-home paper; likely original context/use for your selected artwork	*compare, make a judgment, interpret*	*teacher*	*high*	*Students judge the most likely conditions around the original production and context for their chosen piece of art/architecture by reconciling available evidence*
Develop/create an example/ case *design an exhibit for a Renaissance artwork*	*s* *student-designed art exhibitions*	*presentations and feedback* *final paper*	*identify, describe, compare, judge, interpret, design create*	*peers and teacher* *teacher*	*medium* *high*	*Students design a responsible way to provide the general public with information about what happened and how that matters to us now*