DID Model Project: "Exploring Art and Culture through the MetKids Website"

EDIT 704: Technology in Curricula

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Part 1: Getting to Know the Learners

To understand the students' backgrounds, interests, and proficiency with technology, I administered a Google Forms survey to my students. The goal of my survey was to collect data on their familiarity with art, technology, and their preferred learning styles. I will use the data gathered from the survey to guide my instructional design process.

This project focuses on one of my fourth-grade art classes. I see this class for forty-five minutes once every seven school days. There are twenty-four students in the class. Fifteen students are female and nine are male. Five of the students are identified as gifted and talented and two are receiving special education services. Two students receive English as a second language instruction; one of these students is considered advanced, and one is considered pre-functional.

The survey (see Appendix A) revealed that my students favor hands-on visual art projects. To address this, I will include interactive and creative digital tasks that can be expanded into hands on traditional art projects. The survey showed that my students' technology skills are mixed. To help support my students, I will provide visual guidance and I will create a video tutorial that shows students how to access and navigate the website. As expected, my students expressed that they have extremely limited exposure to art museums. The MetKids website has an introduction video that I will show to the students to help build context and help them become familiar with an art museum. The survey also revealed that nine of the students are visual learners, eight are kinesthetic, four are auditory, and three are reading/writing.

The information I learned about each student's learning style will influence my lesson planning. The visual learners will be able to explore images, videos, and virtual galleries on the

MetKids website. The "Time Machine" and artwork zoom features will also help them learn. The art creation follow up activity and the hands-on digital exploration of the website will be best for my kinesthetic learners. The auditory and reading/writing students' learning styles will be addressed through my narration of the video and all reading and summarizing of the website that will take place as they explore.

Part 2: Performance Objectives and Lesson

<u>Objectives:</u>

- Students will identify at least three artworks on the MetKids interactive map and describe key details such as title, culture, and historical period.
    - Blooms Level: Remembering and Understanding
    - Learning Style Connection: This objective supports reading and writing learners through note taking and written summaries.
- Students will write a summary of their chosen artwork and explain a personal connection to the work of art.
    - Blooms Level: Understanding and Evaluating
    - Learning Style Connection: This objective supports reading and writing learners through a written summary.
- Students will create a digital mini poster using Canva that connects one of their chosen artworks to a personal experience or interest.
    - Blooms Level: Creating
    - Learning Style Connection: This objective engages visual and kinesthetic learners through creative design and hands on digital manipulation.

The performance objectives are aligned to Bloom's Taxonomy. The first objective, where students identify three artworks and describe key details, is aligned with the remembering and understanding levels of Bloom's Taxonomy. This objective supports learners who learn best through reading and writing by using activities such as note taking and written summaries. The second learning objective focuses on the creating level of Bloom's Taxonomy. This objective engages visual and kinesthetic learners through creative design and hands-on digital creation.

I decided to use the 5E model for my lesson plan. This model focuses on five steps to a lesson that all begin with the letter "E": engage, explore, explain, elaborate, and evaluate (Schallert, et al., 2020). I chose this model because it promotes student centered learning that encourages curiosity and creativity. The five stages of this model help students build upon their learning in each stage while they explore the MetKids website. The 5E model also promotes collaboration among the students, reflection, and allows for differentiation. These attributes make this lesson model good for a creative and inclusive space like an art classroom.

Lesson Plan

Exploring Art and Culture through the MetKids Website

Grade Level: 4th

Timeframe: 2 – 45 minute classes

Lesson Model: 5E Model

Technology Tools:

Technology	Use in Lesson
MetKids Website	Exploration and content source
Canva	Project creation
Padlet	Sharing projects and peer feedback
Schoology	Lesson video links and a place for students to submit work
Instructional Video (teacher-created)	Lesson delivery
Classwize	Monitoring
Promethean Board/Ipads	Lesson delivery

Objectives:

- Students will identify at least three artworks on the MetKids interactive map and describe key details such as title, culture, and historical period.

- Students will write a summary of their chosen artwork and explain a personal connection to the work of art.

- Students will create a digital mini-poster using Canva that connects one of their chosen artworks to a personal experience or interest.

Standards:

- VA. CR 1 – Conceptualize and generate ideas for creating works of art.
  - o Artistic Process – Creating

- ▪ Students choose artwork from the MetKids website and create digital posters connecting the chosen artwork to personal meaning.

- VA. RE 6 – Describe and interpret art to deepen understanding of meaning and context.

  - o Artistic Process – Responding

  - o Students summarize cultural and historical context of selected artworks.

- VA. CN 7 – Relate artistic ideas and works to personal and cultural perspectives.

  - o Artistic Process – Connecting

  - o Students connect chosen artwork to their own lives and reflect on its cultural significance.

Engage

Teacher actions:

- I will begin the lesson with a short introductory video on the MetKids website that is about art and culture.

- Ask students:

  - o "What can art teach us about the people and places it comes from?"

- I will facilitate a think-pair-share and students will write their answers to the question on a post it note to be shared with the class.

Student Actions:

- Students will watch the video and participate in a discussion about how art is a part of storytelling and culture.

Explore

Teacher Actions:

- I will show the instructional video I created that demonstrates how to use and navigate the MetKids website (see Appendix B).
- I will distribute the "Museum Explorer Worksheet" (see Appendix C) for students to fill out and use as a guide as they explore the website.

Student Actions:

- Students will work in pairs to explore the website and identify three artworks.
- Students will record their findings on the "Museum Explorer Worksheet".

Explain

Teacher Actions:

- I will facilitate a brief group discussion where students will share one artwork and describe what they learned.

Student Actions:

- Students will share their chosen artwork and listen to others.
- Students will write a summary that describes their chosen artwork and explains its significance to them.

Elaborate

Teacher Actions:

- I will demonstrate how to create a digital poster in Canva.

- I will provide the students with a checklist that includes all the items that should be included on the digital poster (see Appendix D).

Student Actions:

- Students will create digital posters in Canva that express their personal interpretation of an artwork and its connection to their own experiences.

- Students will upload their finished poster to a Padlet Board.

Evaluate

Teacher Actions:

- I will facilitate a virtual gallery walk using Padlet.

- I will assess activities and digital posters using a rubric.

Student Actions:

- Students will participate in a gallery walk by viewing and engaging in discussion about their peers' posters.

- Students will complete an exit ticket in Schoology. The exit ticket is a reflection question: "What did this activity teach you about how art connects people across cultures?"

The first teaching and learning strategy used in my lesson is guided discovery. Students are asked to explore the MetKids website but are provided guidance from me on how to navigate the website. They are also given a checklist to help guide their exploration of the website. I like to use guided discovery because it encourages curiosity while providing structure for learning. Students need enough freedom to engage in making sense of the new information but also need

to receive enough guidance to make sure their learning is meaningful. Various types of guided discovery meet these two needs (Mayer, 2004).

Think-pair-share is another teaching strategy I used. This strategy is a Kagan structure intended to increase student engagement. Think-pair-share incorporates think time and allows students to share their answer with a partner. This allows all students to engage in thinking and answering. It is also a good strategy for engaging shy students. Often the fear of being called on our having to speak in front of the entire class causes anxiety that interferes with a student's learning (Mundelsee, & Jurkowski, 2021).

The final teaching strategy I used was reflective practice. Students were asked to participate in peer reviews and self-assessment. Research suggests that peer assessment encourages students to reflect on what they are learning through assessment criteria and feedback from peers. As a result, they are able to improve their work. Peer assessment has also been shown to improve learning attitudes and develop higher-order thinking skills (Hwang, et al., 2023).

Assessment

MetKids Artwork Exploration and Digital Mini-Poster Project Assessment

Instructions for Students:

You will work in pairs to complete this project by exploring the MetKids website. Follow the steps below carefully:

1. **Explore and Identify Artworks:**

- Use the MetKids interactive map to find and identify at least three different artworks.

- For each artwork, record the following details on your Museum Explorer Worksheet:

    i.   Title of the artwork

    ii.   Culture or country

    iii.   Historical period or time frame

2. Write a summary:

- Choose one artwork from your list that you feel a personal connection to.

- Write a summary describing the artwork, including key details such as the title, culture, and historical time period.

- Explain why this artwork is meaningful to you or how it connects to your own experiences or interests.

3. Create a Digital Mini-Poster:

- Using Canva, create a digital mini-poster that expresses your personal interpretation of the chosen artwork.

- Include visuals and text to show how the artwork connects to your life of interests.

- Be creative and make sure your poster clearly communicates your ideas.

4. Gallery Walk and Discussion:

- Participate in a gallery walk where you will view posters created by other students.

- Engage in discussions by sharing your thoughts and listening to your classmates' interpretations.

- Be respectful and thoughtful during the discussion.

Your work will be assessed based on the following criteria:

- How well you identify and record details about three artworks.

- The quality and clarity of your written summary and personal connection.

- Your creativity and effort in the digital mini-poster.

- Your participation and engagement during the gallery walk.

Rubric

Criteria	4 – Exceeds Expectations	3 – Meets Expectations	2 – Approaching Expectations	1 – Below Expectations
Identification of artworks	Accurately identifies 3 or more artworks on the MetKids interactive map, including title, culture, and historical period with rich detail.	Identifies 3 artworks on the MetKids map and records, title, culture, and historical period correctly.	Identifies fewer than 3 artworks or provides incomplete/missing details about title, culture, or historical time period.	Identifies 1 or no artworks and provides inaccurate or no details about title, culture, or historical time period.
Use of Museum Explorer Worksheet	Completes the museum explorer worksheet thoroughly and accurately, demonstrating careful attention to all required information.	Completes the checklist with most required information recorded accurately.	Checklist is partially completed with some missing or inaccurate information.	Checklist is incomplete or mostly inaccurate.
Summary Writing and Personal Significance	Writes a clear, well organized summary that describes the chosen artwork and insightfully explains its personal significance or connection.	Writes a summary that describes the chosen artwork and explains its personal significance with some clarity.	Writes a summary that partially describes the artwork or personal connection but lacks clarity or detail.	Writes an incomplete or unclear summary with little or no personal connection.
Digital Mini-Poster Creation	Creates a visually appealing, creative digital poster in Canva that clearly expresses personal interpretation and connection to the artwork.	Creates a digital poster that expresses personal interpretation and connection with adequate visuals and text.	Poster shows some effort but lacks clarity in personal interpretation or connection; visuals or text are minimal.	Poster is incomplete, unclear, or does not express a personal connection or interpretation.
Participation in Gallery Walk	Actively participates in the gallery walk, engaging thoughtfully with peers' posters and contributing meaningful discussion.	Participates in the gallery walk, viewing peers' posters and contributing to discussion.	Participates minimally in the gallery walk with limited engagement or discussion.	Does not participate or shows no engagement during the gallery walk.

Part 4: Select and Analyze Support Technologies Used

Technology provides students with engaging and interactive activities to explore and respond to art. I selected each tool intentionally to support instruction, increase engagement, and to teach responsible use of digital tools throughout the lesson.

The lesson begins with a short introductory video on the MetKids website (https://archived.metmuseum.org/art/online-features/metkids/about). This video quickly shows clips from the museum and shows kids asking questions and wondering about things in the museum. I think this video helps to spark curiosity in my students and helps to set the stage for the lesson.

To show students how to navigate the website, I created an instructional video (see Appendix B) that walks students through using the MetKids website. The video is designed to model what students will do when they explore the website. I show them how to use the interactive map, locate works of art, and read about their cultural context. The video supports auditory and visual learners. After showing the video on the Promethean Board to the class, it is made available to students on Schoology, my district's learning management system. This allows students to review the instructions at their own pace.

Throughout the lesson the Promethean Board is used to display videos, the MetKids website, and discussion prompts for the class. The large display provided by the board allows students to receive guidance at the same time, supports whole-group modeling, and helps to make the transitions between activities smooth and engaging. I am also able to use built in apps such as timers to maintain lesson pacing and assist with classroom management.

To access the websites required for this lesson, each student will use an Ipad. The Ipads allow for hands on individual exploration. Students are able to zoom in on images, watch videos, create projects, and provide feedback to peers. Students will use the Ipads to explore the MetKids website, create their digital poster on Canva, and participate in the virtual gallery walk on Padlet. The students can also use the Ipads to access Schoology where they can view my instructional video and access all lesson materials. Individual Ipads encourage curiosity and exploration. They also support different learning styles, especially visual and kinesthetic learners.

In order to monitor online student activity and ensure on-task behavior I will use Classwize. This is a tool provided by my district that teachers use to monitor each student's screen to ensure students are on-task and using the technology appropriately. This promotes a safe digital environment because the teacher can address distractions and inappropriate behaviors immediately.

In the elaborate portion of my lesson, students are asked to use Canva to create their digital art posters. Canva is a website that allows students to design and create a digital artwork that can include text, images, and reflections. This activity reinforces the student's understanding of the artwork they are analyzing and builds their digital design skills.

Finally, students are asked to upload their completed digital posters to Padlet. Padlet is an interactive online platform that we are using as a virtual gallery wall. The students are asked to do a gallery walk where they can view and comment on each student's work. This activity gives students a real audience for their artwork and allows them to practice giving and receiving constructive feedback. Padlet is also a tool that I use to view the posters for my final assessment.

Having all the student projects in one place makes it easy to assess understanding, creativity, and reflection.

Part 5: Implement, Assess, Revise, and Make Recommendations

The students were excited to share their posters with their classmates. They accessed the Padlet I made from a link posted in Schoology. They uploaded their project and were able to see and leave comments on all the projects on the Padlet. They enjoyed collaborating this way and I liked how each student was able to participate versus a group discussion where only a few students would be able to share their thoughts and ideas.

In order to assess learning, I created and used a rubric. The rubric assessed identification of artworks, use of the museum explorer worksheet, the summary writing and personal significance assignment, the creation of the digital mini poster, and participation in the gallery walk. The rubric evaluated both formative and summative assessments in my lesson. The main summative assessments were the creation of the digital mini poster and the summary writing that described the student's connection or personal significance to the artworks they chose. The results of the assessment showed that twenty-one out of twenty-four students (87%) showed a strong understanding of the cultural and historical context of their chosen artwork. All of the students successfully completed the digital poster and scored at least three out of four on the rubric. Most of the summaries were thoughtfully written however, a few were very short and lacked a clear connection to personal significance. The students with IEPs seemed to benefit from the visual and video supports in the lesson. They were engaged throughout the activity. I think the visual, hands-on, and interactive portions of the lesson effectively reached a variety of learning styles.

Overall, the lesson was successful however, there are several revisions I would make to improve the lesson. First, the student summaries could be improved by providing the students with some sentence starters. For example, "This artwork makes me think about…", or "I like how the artist used…". Sentence starters would help the student write meaningful sentences and help them clearly communicate their personal connection to the art.

Another issue I found with my lesson was the time constraint. The students needed more time to create their digital poster. This part of the lesson felt rushed and I think more time would have allowed the students to create more detailed posters. Adding an extra class period would also allow time for students to sketch their poster ideas on paper before creating them digitally. I think this would allow for the students to focus on their idea development and know exactly what they want to create before diving into the digital creation portion of the lesson.

If I were to teach this lesson again, I would recommend focusing on refining the transitions between the different phases of the lesson and providing more supports for the written summary. I also think that adding at least one more class period to this lesson would make it less rushed and would allow more time for students to explore and make connections with the artwork. I don't usually have my students do much digital artwork but the student's enthusiasm and creativity showed me that digital exploration of art is engaging and a new art media for my students to use in their artwork.

References

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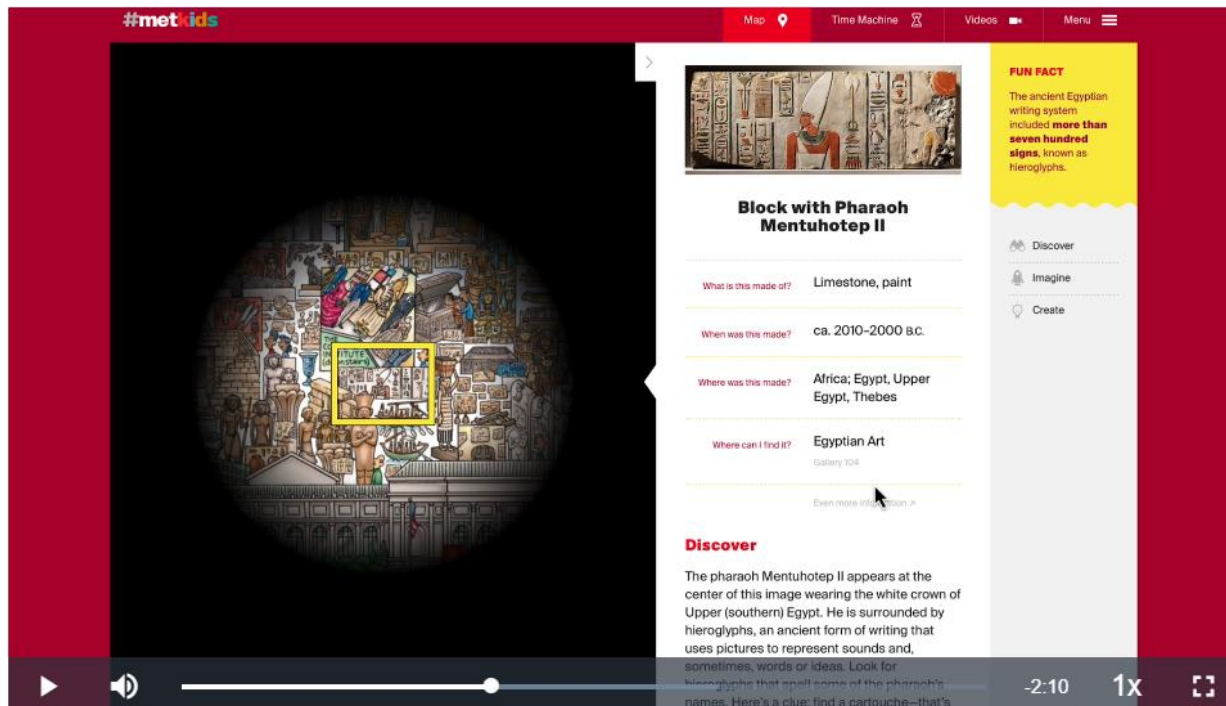**Appendix A**

Student Survey

* Indicates required question

When you learn something new, what helps you understand it best? *

◯ seeing pictures, diagrams, or watching videos

◯ listening to someone explain it outloud

◯ reading about it or writing notes

◯ doing it with my hands or making something

Note: Students completed the survey using Google Forms. Link to survey:

https://forms.gle/zSp2PF7vEyFBXRLy8

Appendix B

Note: Teacher created video. Link to video:

https://drive.google.com/file/d/1YvZm2n4vA5VXbB-_bxYrNhEzlicvnnW1/view?usp=sharing

Appendix C

Museum Explorer Worksheet

Name:_____   Date:_____

Directions:

Use the MetKids interactive map to explore at least three works of art that interest you. For each work of art, fill in the information below. Try to look for art from different times or cultures!

Artwork #1

Title:_____

Artist or Culture:_____

Time Period or Date:_____

Materials or Techniques Used:_____

What do you see in this artwork? (colors, shapes, people, symbols, etc.)

_____

Why did you choose this work of art? What caught your eye?

_____

_____

Artwork #2

Title:_____

Artist or Culture:_____

Time Period or Date:_____

Materials or Techniques Used:_____

What do you see in this artwork? (colors, shapes, people, symbols, etc.)

_____

Why did you choose this work of art? What caught your eye?

_____

_____

Artwork #3

Title:_____

Artist or Culture:_____

Time Period or Date:_____

Materials or Techniques Used:_____

What do you see in this artwork? (colors, shapes, people, symbols, etc.)

_____

Why did you choose this work of art? What caught your eye?

_____

_____

Reflection Questions

1. Which artwork did you connect with the most? Why?

_____

_____

2. What did you learn about the culture or time period this artwork came from?

_____

_____

3. How does art help tell stories about people or history?

_____

_____

Appendix D

Digital Poster Checklist

Name:_____ **Date:**_____

Directions:

As you create your digital poster, make sure to include all of the items below. Check off each box when you complete it.

Item	Completed?	Notes / Details
Artwork Image	☐	Insert a clear image of your chosen artwork.
Artwork Title	☐	Include the name of the artwork exactly as listed on MetKids.
Artist or Culture	☐	Name the artist or the culture/group associated with the artwork.
Date / Time Period	☐	Include when the artwork was made or the historical period.
Materials or Medium	☐	Describe what materials or techniques were used (painting, sculpture, textile, etc.).
Cultural or Historical Context	☐	Write 1–2 sentences explaining the significance or story behind the artwork.
Personal Reflection	☐	Write 2–3 sentences about why you chose this artwork or how it connects to you.

Creativity & Design	☐	Use colors, fonts, and layout to make your poster visually appealing.
Neatness & Readability	☐	Check spelling, legibility, and organization.
Submission	☐	Upload your completed poster to the class Padlet board.

Tips for a Successful Poster:

• Use bullet points or short sentences, don't overcrowd your poster.

• Include at least one image and your own words; copying long text from the website is not allowed.

• Make your poster personal, explain why the artwork matters to you.

• Check your work against this checklist before submitting.