

SET GOALS		ALIGN PROGRAMS	
Big idea	Goals	How will you know goals are reached?	Program alignment
<i>Why are you offering this program? What impact do you want it to have?</i>	<i>What do you want participants to know, feel, understand, or be able to do? (Limit to 3 goals total)</i>	<i>What evidence can you see or easily collect that will demonstrate how well your goals are reached?</i>	<i>What elements does your program need to include to achieve your goals and demonstrate this evidence?</i>
Think about experimentation - art-making as a non-linear, complex process	<ul style="list-style-type: none"> •Participants will be able to manipulate clay in many different ways (coil, pinch, etc.) •Participants will understand that artists experiment with their media 	<ul style="list-style-type: none"> •Participants will make something that incorporates at least 2 ways of manipulating clay •Participants will share hypothesis of things an artist might have experimented with while making one of the works on view 	<ul style="list-style-type: none"> • Participants will make art first, and then look at art, so they understand experimentation before they go into the galleries • Participants will get a small piece of clay to play with, and be asked - how can you change the shape of the clay? - and share what they tried and what they found. Other people will get to try the things they share as they go. • Discussion about experimenting with media • Then participants will get additional clay to add to their initial piece, and given time to make something that uses at least 2 - maybe more! - ways of manipulating it • Share out • Leave clay in the room, go to the gallery and look around. Families walk through finding as many things as possible that they think an artist did to the clay • Look at a few. Ask, "what other ways might the artists have tried to do x?" or a similar question about experimentation.

IMPLEMENT AND EVALUATE		REFLECT AND IMPROVE	
Evaluation Mechanism	Evaluation Findings	Reflection Team	Plan for improvement
<p><i>Who is responsible for evaluating the program? How will this be done? (Post-program reflection by evaluator? Observation?)</i></p>	<p><i>To what extent were your goals achieved? What worked, and what could have been better?</i></p>	<p><i>Who will be part of a post-program brainstorm?</i></p>	<p><i>What might you do differently next time?</i></p>
<p>Instructor will self-reflect and share this with supervisor</p>	<ul style="list-style-type: none"> • Experimentation with clay was great. • People were distracted during discussion about experimenting. • About 75% of participants had 2+ techniques in their piece; 50% had 3+ • Discussion in front of first piece of art was hard – people were distracted. Discussion in front of second work of art worked great! • Last question about other techniques feel flat 	<p>Instructor Direct supervisor</p>	<p>Take away materials before discussion about experimentation Pause during work on clay piece so people can share techniques they are trying and inspire others Let people walk around galleries and do a “technique hunt” – maybe with a worksheet or bingo card? Then group discussion in front of just one work. Change final question to ask if there are new things they are excited about experimenting with.</p>