**LONG PRACTICUM ASSIGNMENT 2015-16**

**UNIT OVERVIEW: VISUAL ART (SECONDARY)**

Faculty Advisor: Blake Smith, UBC Art Education

Unit Title (Should give a sense of what the form and content are): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course or Class Title & Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit Start/End Dates (2016): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total # of Lessons (including es.t # of studio work days) in this unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Draft #1 Submitted to FA/SAs for review (this should be NLT 2 weeks prior to unit start date): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COMPLETED UNIT PLAN CHECKLIST**

1. **Unit Overview Graphic Organizer**

Must be filled in, all sections – leave nothing blank and do not copy and paste day after day unless you will be repeating the same content/activities

2. **One-page Unit Summary Handout**

Design a simple yet visually-appealing handout in non-academic language that tells advisors & your students what this entire unit is about, what it is aiming to cover, etc.. *These one-pagers are useful for parents, admin, and can be posted to class blog as pdf. Great for absent students who missed your presentations/demos or who are added to class late in term*.

* Include: Unit/project title, an INSPIRING few-sentence rationale (the why & how), your guiding questions &/or related big ideas, the assessment criteria, key artists (if applicable), & tentative due dates for big assignments
* If unit has multiple projects within, please bullet list these and show visual examples for each
* **Submit handout along with each overview as laid out below – both are due as part of a completed ‘draft’ for a single unit plan. Do one of each for ALL UNITS BEING TAUGHT ON LP – Try to plan ahead up to Spring Break.**

3. **Resources**

Make a short list of the resources that will/may be used in the unit – artists/works, books, films, youtube clips, websites, art blogs, podcasts, artists’ works, powerpoints, handouts, field trips, museums teacher resources, curricular documents, etc. *Fyi - Films or anything with mature content (including images or video clips) must be pre-screened and pre-approved by SA before showing. This is typically a school/district policy to familiarize yourself with, too. Plan accordingly!*

4. **BC Art Curriculum Connections**

Bullet list and briefly describe how this unit (both form and content) aims to address the old/new curriculum (Core Competencies, Big Ideas, etc.) and how so. The curriculum, big ideas, unit/lesson objectives, daily lesson activities, and assessments should all be coherent and in alignment with one another. ***Discuss which curriculum to use with SA/FA.***

5. **Teacher Samples**

Required once overview draft is approved and before you teach, including samples for ALL stages of the entire unit, including visual journal work and ideation/sketching if applicable. Consider photo-documenting all stages of the ideation/making process to show students step by step – but LIVE DEMOS should always be done as well.

*Note extra time for: Ceramics (3 wks min. prep = make, dry, bisque fire, cool, glaze/stain, glaze fire, cool), darkroom photo, oil ptg, some printmaking, some sculpture/installation.* ***Discuss planning and sample-making timelines w SA.***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Lesson Title/Topic**  ***\*Design a catchy title that is grade-level appropriate***  ***Fill in:***  ***a) How lesson fits unit plan theme***  ***b) follows previous lesson***  ***c) will smoothly and logically TRANSITION into next lesson – how does each stand-alone lesson build on the unit?*** | **Objectives**  ***\*Write these as:***  ***TTW: The teacher will…***  ***TSW: The student will…***  ***\*\* Remember, there is no one “singular” student – a lesson must have a general focus and the flexibility to accommodate the needs of all students, wherever they are at skill-, ability- & idea-wise.***  ***\*\*\*Note: Even on studio work days, there are ALWAYS objectives.*** | **Materials & Tech**  ***\*Include all supplies/tech needed & make note of approximately how many of each thing you need (ex: 25 8x10 sheets white watercolor paper).***  ***Tip: Know how many students are in each class then add a few extra for redo-s/demos.***    ***\*\*This includes artists works you plan to discuss/show.*** | **Activities & Timing**  ***\* This is a bullet list, brief version of your more detailed required daily lesson plans.* *Write these however you like – anticipated times (12:00-12:15 Demo silkscreen) or time segments (Demo silkscreen – 20 min).***  ***\*\*For daily activities, include time for: attendance, review of previous day, demos if applicable, time for students to ask you q’s, adequate studio work time, closure, and clean up.***  ***Ps cleanup is not closure!*** | **Modifications**  ***\*3 mod’s to always keep in mind when planning: ESL, IEP, Gifted/Higher level***  ***\*\*ESL and IEP modifications will depend on individual identified student needs –***  ***Review all IEPs and ESL paperwork at the start of term BEFORE you start teaching if possible!*** | **Assessments:**  **Formative/Summative**  ***\*How will you evaluate students ‘success,’ learning, completion, skill competency, and if/how your daily objectives were met? Assessment should link directly to objectives and specific lessons that teach them.***  ***Include rubric or evaluation components – students should always be aware of these from the start of unit, to be fair. Make note if using self, peer, or teacher assessment.*** |
| **Lesson 1** | Title/topic:  a)  b)  c) | TTW:  -  -  TSW:  -  - | Supplies:  -  -  Technology/Files:  -  -  Handouts:  -  - | -  -  -  -  -  -  - | ESL:  IEP:  Gifted/HL: | Formative:  Summative: |
| **2** | *(fill in for lesson #2)* |  |  |  |  |  |
| **3** | *(fill in for lesson #3)* |  |  |  |  |  |
| **4** | *(fill in for lesson #4)* |  |  |  |  |  |
| **5** | *(fill in for lesson #5)* |  |  |  |  |  |
| **6** | *(fill in for lesson #6)* |  |  |  |  |  |
| **7** | *(fill in for lesson #7)* |  |  |  |  |  |

**Unit Overview Graphic Organizer**

*Feel free to modify as needed or make your own unit overview template*

*Add more rows here if your unit has more than 7 lessons!*