

**LONG PRACTICUM ASSIGNMENT 2015-16**  
**UNIT OVERVIEW: VISUAL ART (SECONDARY)**  
Faculty Advisor: Blake Smith, UBC Art Education

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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 est. # 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.*

# Unit Overview Graphic Organizer

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

	<b>Lesson Title/Topic</b>	<b>Objectives</b>	<b>Materials &amp; Tech</b>	<b>Activities &amp; Timing</b>	<b>Modifications</b>	<b>Assessments: Formative/Summative</b>
	<p><i>*Design a catchy title that is grade-level appropriate</i></p> <p><i>Fill in:</i></p> <p>a) How lesson fits unit plan theme</p> <p>b) follows previous lesson</p> <p>c) will smoothly and logically TRANSITION into next lesson - how does each stand-alone lesson build on the unit?</p>	<p><i>*Write these as:</i> TTW: The teacher will... TSW: The student will...</p> <p><b>** 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- &amp; idea-wise.</b></p> <p><b>***Note: Even on studio work days, there are ALWAYS objectives.</b></p>	<p><i>*Include all supplies/tech needed &amp; make note of approximately how many of each thing you need (ex: 25 8x10 sheets white watercolor paper).</i> <b>Tip:</b> Know how many students are in each class then add a few extra for redo-s/demos.</p> <p><b>**This includes artists works you plan to discuss/show.</b></p>	<p><i>* 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).</i></p> <p><b>**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.</b> <b><u>Ps cleanup is not closure!</u></b></p>	<p><i>*3 mod's to always keep in mind when planning: <u>ESL, IEP, Gifted/Higher level</u></i></p> <p><b>**ESL and IEP modifications will depend on individual identified student needs -</b></p> <p><b><u>Review all IEPs and ESL paperwork at the start of term BEFORE you start teaching if possible!</u></b></p>	<p><i>*How will you evaluate students 'success,' learning, completion, skill competency, and if/how your daily objectives were met? <u>Assessment should link directly to objectives and specific lessons that teach them.</u></i></p> <p><b>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.</b></p>
<b>L e s s o n  1</b>	Title/topic: a) b) c)	TTW: - - TSW: - -	Supplies: - - Technology/Files: - - Handouts: - -	- - - - -	ESL:  IEP:  Gifted/HL:	Formative:  Summative:
<b>2</b>	(fill in for lesson #2)					
<b>3</b>	(fill in for lesson #3)					
<b>4</b>	(fill in for lesson #4)					
<b>5</b>	(fill in for lesson #5)					
<b>6</b>	(fill in for lesson #6)					
<b>7</b>	(fill in for lesson #7)					

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