**PRACTICUM OVERVIEW**

**Art Foundations 10-12, Ceramics 10, LAC Art, Photography 10, Studio Art 10-12**

**Teacher Candidate: Cindy Yap**

**Unit Start/end Dates: Monday February 3 – Friday, April 25**

**SA: Marta Adamovich | FA: Ching-Chiu Lin**

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| **Marta Adamovich – Day 1**   * **Studio Art Foundations**   **10-12**   * + **Feb 4-Apr 25**   + **(1-1) (1-2)**   + **23 Classes** * **Photography 10-12**   + **Mar 4-Apr 11**   + **(1-4)**   + **10 Classes** | **Marta Adamovich- Day 2**   * **Ceramics 10 -12**   + **Feb 12-Apr 24**   + **(2-1)**   + **20 Classes** * **LAC Art**    + **Feb 12-Apr 24**   + **(2-3)**   + **20 Classes** | **Tristesse Seeliger – Day 1**   * **Studio Art 10-12**    + **Mar 4-Apr 11**   + **(1-3)**   + **10 Classes**   **Block Rotation- Jan 20 & 21 - {3,4,1,2) April 7& 8 - (4,3,2,1)**  **Period 1: 8:40-9:55**  **Period 2: 10:10-11:45 (silent reading: 10:10-10:30)**  **Period 3: 12:30-1:45**  **Period 4: 1:50-3:03** |

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| **Date**  **Day 1 or 2** | **Lesson #** | **Lesson Plan** | **Objectives** | **Activities** | **Materials& Resources** | **Notes** |
| **Mon Feb 3 Day 2**  **Rotation:**  **3,4,1,2** | **Prep Day** | Prep Day | -Questions about lessons  -Materials  -Storage  -Key, copy code  -Marking, Report Cards  -BCEsis  -setting up projector  -Meet with Cathy Rm 121 | Total # of photocopies  **1. Personal Handout (150)**  **2. Course Syllabi**  -Studio 10-12 (60)  -Ceramics (30)  -LAC (20)  -Photo (20)  -Tristesse Art (30)  **3. Artist Statement** (130)  **4. Links to Concept** (130)  **5. Shoe template (30)**  **6. Peer Assessment (130)**  **7. Self Assessment (130)**  **8. Colour Wheel, Gradations (20)**  **9. Fruit colour worksheet (20)** | -Bring day log | -Photocopy (60)  Syllabus  -Book Library visit? - FEB 17 for Social Justice Comic |
| **Tue Feb 4**  **Day 1** | **Foundations-1**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | 1. Ice Breaker  2. Class Expectations & Rules  3. Talk about upcoming projects  4. Group Activity\* if time | -Learn their names &facts about each student  -Have fun working with their classmates  -enjoy  -convey my classroom expectations & role as a teacher, their roles as students | -Brief Intro  -Human Pictionary  - Expectations & Rules  -Upcoming projects  -Art Trivia \*time permitting  -Why you took this class? | Photocopy:  -Personal Handout (60)  -------------------  -wordcards  -paper  -pencils  -trivia questions  -prizes | -Links to Concept (60)  -Fill in Links to Concept Sheet as example |
| **Wed Feb 5**  **Day 2** | **Prep day** | PAC meeting @ 7pm | -Prepare LAC samples |  |  | -Prepare the poster board  -Prepare Links to Concept sheet  -Think of backup assignments |
| **Thu Feb 6**  **Day 1** | **Foundations-2**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | Intro-Social Justice Comic | -Introduce them to social justice - what is it?  -Social justice issues  -Brainstorm ideas | -Handout syllabus & rubric - talk about peer and self assessment  -PP-What is Social justice?  -Show examples of comics  -Sketchbook - students will begin to brainstorm about topics and comic ideas  -Next day will introduce Links to Concept sheet | -PP, projector  -photocopy (syllabus & rubric) (60)  -what is social justice  -why is it important?  www.gocomics.com  -various comic books |  |
| **Fri Feb 7**  **Day 2** | **Prep Day** |  | -new ice breakers  -change the ceramics timeline  -explain Links to Concept |  |  |  |
| **Mon Feb 10**  **Family Day** | **School Closed** |  |  |  |  |  |
| **Tue Feb 11**  **Day 1**  **Ching Visits** | **Foundations-3**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | Comic-Topic choosing | -How to choose a topic  -What inspires you?  -Links to Concepts  -Due Date for Links  -history of comics | -PP-History of Comics  -**Links to Concept -** How to use it -it's like a mindmap - can draw over it  -Use examples  -**Library- next class**  Bring sketchbook – meet here and then go together after attendance | -PP, projector –how to  -Photocopy  Links to Concept (60)  http://en.wikipedia.org/wiki/History\_of\_comics |  |
| **Wed Feb 12**  **Day 2** | **Ceramics -1**  **(2-1)**  **1:50-3:03** | 1. Ice Breaker  2. Class Expectations & Rules  3. Talk about upcoming projects  4. Group Activity\* if time | -Learn their names & facts about each student  -Have fun working with their classmates  -enjoy  -convey my classroom expectations & role as a teacher, their roles as students | -Brief Intro  -Personal Handout -Expectations & Rules  -**IceBreaker-Guess Who! Write 3 things about themselves - hand it to me- I will read them out guessing game!**  -Upcoming projects  -Art Trivia \*time permitting- as a group  -next class will begin brainstorming -bring sketchbooks  -Ask them to bring old t-shirts - rags | Photocopy:  -Personal Handout (30)  -Project Syllabus (30)  -------------------  -lined paper  -pencils  -trivia questions  -bring rags for ceramics |  |
| **LAC-1**  **(2-3)**  **8:40-9:55** | 1. Ice Breaker  2. Class Expectations & Rules  3. Overview of Units  4. Energizer- Sit Down game  5. Icebreaker -Art that represents you  6. Collaborative Drawing  7. Art Trivia \*time permitting\* | -Learn their names & facts about each student  -Have fun working with their classmates  -enjoy  -convey my classroom expectations & role as a teacher, their roles as students | -Read Bulletin  -Brief Intro of myself  -Class Expectations  -Overview of Projects during 9 Weeks  **-Energizer-Sit down game**  **-Icebreaker-Art on table- must choose art that represents them and why they like it**  -Collaborative Drawing Activity- each person gets 1 minute  -Art Trivia \*time permitting | -paper  -pencils  -Art trivia questions  -prizes -chocolate  -Art images (14)  -Collaborative Art-large sheet of paper  -Markers/crayons  -Sit Down questionnaire |  |
| **Thu Feb 13**  **Day 1** | **Foundations-4**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | Library Day | -Library research | -Research on comics  -Research on social Justice Issues  -Should have an idea of what they want to do by end of class  -Work on Links sheet | -Students must bring sketchbooks | Photocopy  -Links to Concept (30) for Ceramics  -Return Book to Library |
| **Fri Feb 14**  **Day 2** | **Ceramics-2**  **(2-1)**  **1:50-3:03** | Intro to Shoe Project | Introduce them to the idiom and its connection to compassion  Handout Syllabus  Handout Links to Concept | -PP- What does the idiom mean?  -how to choose your type of shoe -compassion  -Show my skate  -History of footwear  **-Provide syllabus & rubric** | -PP, projector  -shoe sample  -fashion magazines  http://www.batashoemuseum.ca/index.html  <http://www.footwearhistory.com/index.shtml> |  |
| **LAC-2**  **(2-3)**  **8:40-9:55** | Pinata |  |  |  |  |
| **Mon Feb 17**  **Day 1**  **Ms. Bains for last block** | **Foundations-5**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | Comic - Storyboard Construction | -Elements of Comics  -Examples of comic strip formats  -finish Links to Concept  -Can start to work their sketches in sketchbook | -Elements of Comics  -Show the handouts and resources I have  -Will go over Links with anyone who has completed it – one on one  Working Period  -Links to Concept is DUE NEXT CLASS  -Can begin sketchbook drawings | http://en.wikipedia.org/wiki/  -bring comic books  -Comic handouts for reference | LAC-prepare textured drawings |
| **Tue Feb 18**  **Day 2** | **Ceramics-3**  **(2-1)**  **1:50-3:03** | 1. Links to Concept & Sketchbook  2. Ceramic examples & construction | Linking concepts and learning about different types of footwear for inspiration | -PP-  -Anatomy of a Shoe  **-Links to Concept handout (30)**  -Sketchbook assignment  -work period | -PP, projector  -Links to Concept (30)  -My Links to Concept example |  |
| **LAC-38**  **(2-3)**  **8:40-9:55** | Pinata |  |  |  |  |
| **Wed Feb 19**  **Day 1** | **Foundations-6**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | Links to Concept Due end of Class | -Social Justice Artist- Comic    -Hand in Links with final idea chosen | -PP-Social Justice Artists (Comics) & Rebecca Belmore  -Working period to finish Links to Concept  -Hand in Links to Concept Sheet  -Being Sketching in their sketchbooks | -PP, projector  -Open up Rebecca Belmore video & quick discussion  -Poster Board  -Resources | Photocopy:  -Colour Wheel Handout (20)  -Tint/Shade/Ton(20) |
| **Thu Feb 20**  **Day 2**  **HIP Day- 9:40am start** | **Ceramics-4**  **(2-1)**  **1:50-3:03**  **Ching** | Working Period  Links to Concept Due end of Class | Working Period to brainstorm ideas, work on Links to Concept | -PP- Cultural Footwear  -Show my completed Links to Concept sheet  -students can begin sketchbook drawings | -PP, projector |  |
| **LAC-4**  **(2-3)**  **8:40-9:55** | Pinata |  |  |  |  |
| **Fri Feb 21**  **PRO-D Day** |  |  |  |  |  | Photocopy:  Fruit colour worksheet (20) |
| **Mon Feb 24**  **Day 1** | **Foundations-7**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | Sketchbook work & Starting on final project | Working Period  -students can work on final project/sketchbook    **What is social justice?**  **What defines a comic?**  **Name different themes?**  **Elements of comics: iconography, closure, gutters, panel-panel transitions, time length of panel** | -Review concepts before starting  -Review requirements on the Syllabus & Rubric  -Will look at the sketchbooks that are ready to be checked- to approve for final project  -Those who are finished can start on poster  -Hand out concept sheets when working | -Poster paper ready  -Art materials | Must figure out storage and drying area for fruit -LAC |
| **Tue Feb 25**  **Day 2** | **Ceramics-5**  **(2-1)**  **1:50-3:03** | 1. Demo -Shoe slabs & Template  2. Sketchbook Check -due at the end of class | Sketchbook check (4)  Show them the shoe template, using rags, newspaper to support | -PP-Artist designed 12 shoes for ex lovers  -Slab demo  -tracing and cutting  -use damp rag to cover my clay -keep the dust down  -talk about thickness  -using newspaper to support  -add markings before leatherhard  -clean up - will keep the dust down  -Working period-Sketchbook | -PP, projector  -Shoe template (30)  -Clay rolled out  -My shoe template  -newspaper  -wet rag  -clay tools  http://lakesidepottery.com/Pages/Pottery-tips/How-to-make-clay-slab-ceramic-shoe-tutorial.htm |  |
| **LAC-5**  **(2-3)**  **8:40-9:55** | Pinata |  |  |  |  |
| **Wed Feb 26**  **Day 1** | **Foundations-8**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | Working Period | Working Period  -Sketches I want to see: Many people are drawing their actual scenes- don’t worry about it if you haven’t- I’d like to see sketches of inspiration – remember next class is peer assessment: character development, location, objects you want to insert | Working on sketchbook drawings or final project (if I checked their sketchbook) | -Peer Assessment (60)  -Poster paper  -Art materials | Photocopy  -Peer Assessment sheets (90)  -30 for ceramics |
| **Thu Feb 27**  **Day 2** | **Ceramics-6**  **(2-1)**  **1:50-3:03** | Working Period  Sketchbook check (4) | Sketchbook check (4) | -Today the 4 sketches are due end of class: I will check those who are finished first. If you are given the green light then you can work on your shoe or work on things for Ms. A  - sketchbook check (4)  -next class is peer assessment & | Set up the Table for discussion  -write down names of students who are complete |  |
| **LAC-6**  **(2-3)**  **8:40-9:55** | Pinata |  |  |  |  |
| **Fri Feb 28**  **Day 1** | **Foundations-9**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | 1. Sketchbook check (5) 2. Peer Assessment   Working Period | Sketchbook check (5)  Peer Assessment | -Peer Assessment  -Will call each student up to my desk for the Sketchbook check (5) | -Peer A sheets  -Sheet to mark off sketchbook check |  |
| **Mon Mar 3**  **Day 2** | **Ceramics-7**  **(2-1)**  **1:50-3:03** | 1. Peer Assessment  2. Working Period | Peer Assessment | -Peer Assessment  -Importance of Peer Assessment?  -Working Period | -Peer Assessment (30)  -Sketchbook checklist |  |
| **LAC-7**  **(2-3)**  **8:40-9:55** | Last day to work on Pinata  Pinata presentations | Last day on Pinata  Talk about the projects, how they felt: | Working period to decorate their piñata or working on portfolio  Clean up at 9:35. Last 15 minutes we will go around to everyone to talk about their pinatas: What they like, dislike, improvements | Questions to ask them during presentations |  |
| **Tue Mar 4**  **Day 1**  **80% Load** | **Foundations-10**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | 1. Working Period on Final Project  2. Provide feedback on peer assessment | To work on final project | -Peer Assessment feedback: Summary  -hand them back  -Get with their partner and talk about the suggestions  -To work on final project | -Peer assessment results | Photocopy:  -Artist Statement (60) for Studio Art |
| **Studio-Prep?**  **(1-3)**  **8:40-9:55** | **Tristesse Wants me to start on March 6** | Prep | Prep | Prep |  |
| **Photo-1**  **(1-4)**  **10:10-11:45** | Ice Breakers & intro to Places & Moods project | -Icebreaker  -Introduction to Impressionism | -Intro about me  -Ice Breaker: reveal 3 things about themselves – guessing game  -Class Expectations | -Ice breaker bag & writing materials – paper and pencils  -Personal Handout | **Prepare the Project syllabus** |
| **Wed Mar 5**  **Day 2** | **Ceramics-8**  **(2-1)**  **1:50-3:03** | Working Period | Peer Assessment Results  Working period | -Working Period  -Results from Peer Assessment | -Peer assessment results |  |
| **LAC-8**  **(2-3)**  **8:40-9:55** | Intro to Tiles project | Learn about the Garden: what’s in the garden  Working on the Rough Draft – they are to design at least 2 | Introduce them to the tile project: Talk about the tiles and where they will go.  Talk about the garden – what plants, flowers, bugs live in the garden  They will paint more than one  Rough draft | -Garden pictures – pictures they can refer to  -The tiles  -Rough draft paper  -Pencils  -Glazing, palettes, brushes |  |
| **Thu Mar 6**  **Day 1** | **Foundations-11**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | Working Period | Working Period | Working Period | Photocopy  -artist statement (60) | -Storyboard project- Decide on who and when they are presenting |
| **Studio-1**  **(1-3)**  **8:40-9:55** | Ice Breakers & intro to painting and Impressionism | -remove the links to concept –only use sketchbook check | -Intro about me  -Ice Breaker – reveal 3 things about themselves  -Brief-class expectations  -PP-Intro to Impressionism up to Techniques  -Art interpretation exercise | -PP-projector  -Ice breaker bag  -Personal Handout  -Art images for discussion  -Art interpretation – in pairs or individual |  |
| **Photo-2**  **(1-4)**  **10:10-11:45** | **30 Hour Famine Kickoff** |  |  |  |  |
| **Fri Mar 7**  **Day 2** | **Ceramics-9**  **(2-1)**  **1:50-3:03** | -Go over Syllabus & Rubric  -Due Date reminders  -Think about the Label portion  Working Period | Working Period | -Ceramics Rubric & syllabus  -Support the delicate parts  -Due date reminder: Greenware by March 14  -Think about the label: full page colour sketch & explanation of how it relates to your shoe | -Ceramics syllabus and rubric |  |
| **LAC-9**  **(2-3)**  **8:40-9:55** | Tile project: drawing on the tile & glazing (they are to glaze at least 2) | Putting rough draft on the tiles | The students who are finished with their rough drafts, will begin drawing on their tiles | -Garden pictures  -Rough Drafts  -Pencils, Erasers  -Tiles  -Glazes  -Brushes |  |
| **Mon Mar 10**  **Day 1** | **Foundations-12**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | 1. Working Period | Working Period | 1. Remind them that presentations will start the next class  2. Project is due this Friday & Artist Statement | TBD | Photocopy:  -Self Assessment (60)  -Artist Statement for Ceramics (30) |
| **Studio-2**  **(1-3)**  **8:40-9:55** | Intro to Impressionism & Techniques | Intro to Techniques  **Demo on painting techniques**  **Assign homework: bring a photo or picture to paint their final project** | -Syllabus handout  -PP-Techniques: brushstrokes and pointillism  **-Demo on painting: brush strokes sheet:**  **-review colour wheel**  **-adding black and white**  Assign homework: bring a photo or picture they want to paint for final project – choose everyday subject/ anything they like –must have more than 3 colours | -PP, projector  -Syllabus & Rubric (30)  -Paint, Paper, Brush, Water, Palette, Image projected on board  -Students to practice light painting (art images)  -Swatchomatic app! |  |
| **Photo-3**  **(1-4)**  **10:10-11:45** | **Homework Assignment due (3 pictures of places)** | Collect their homework assignments | -Check for whose handed in the HW –collect USB sticks  **-Activity-Interpret photographs on worksheet** | -PP-intro  -Student Interpreting photos worksheets (not for marks)  -Photographs for discussion & worksheet with set of questions to answer  -their USB sticks | How will I mark the photo exercise homework? |
| **Tue Mar 11**  **Day 2** | **Ceramics-10**  **(2-1)**  **1:50-3:03** | Working Period | Working Period | Working Period  -Remind them that next class their project must be either in green-ware or in Bisque ware |  |  |
| **LAC-10**  **(2-3)**  **8:40-9:55** | Tile project: begin glazing | Work period | Students to begin glazing their tiles or finishing their drafts | -Garden pictures  -Rough Drafts  -Pencils, Erasers  -Tiles  -Glazes  -Brushes |  |
| **Wed Mar 12**  **Day 1**  **Ching @ Lunch**  **Midpoint meeting** | **Foundations-13**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | Artist Statement | Introduce them to how to fill in the Artist Statement  Working Period | Working Period | Working Period |  |
| **Studio-3**  **(1-3)**  **8:40-9:55** | 1. Impressionist Artists  Students must bring in their images today | Demo-Colour Analysis & Drawing final project  -want to see 5 colours  **Students to bring in their image they want to paint** | -Show my Manet drawing  **-Draw the image on good paper**  **-practice with paint/identify the colours- colour mixing-can do this first -5 analyses**  **-those who still have no image must practice on images from my binder**  -Will continue working on the analysis next class | -Syllabus & Rubric  -Paper, paint  **-my example of drawing and painting, colour mixing (from the demo)** |  |
| **Photo-4**  **(1-4)**  **10:10-11:45** | **Discuss HW photos**  **Syllabus**  **Photo Interpretation** | Discuss HW photos  Handout syllabus  Photo Interpretation activity | -Activity: discuss the HW photos  -Handout syllabus –will work in pairs- 24 roll  -Photo Interpretation activity | -Photo worksheets  -Photo images  -project syllabus | Load the film canisters for next class? Put it in the camera? |
| **Thu Mar 13**  **Day 2-HIP Day 9:40am start**  **Silent Reading: 1:35-1:55** | **Ceramics-11**  **(2-1)**  **1:50-3:03**  **(12:30-1:55)** | 1. Bisque ware  2. Green ware | Last day before Spring Break | Things should be ready to dry or glazing after Spring Break |  |  |
| **LAC-11**  **(2-3)**  **8:40-9:55 (9:40-10:40)** | Tile project: Working period  Spring Break Trivia? | Working Period | Working Period |  |  |
| **Fri Mar 14**  **Day 1** | **Foundations-14**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | Introduction to Artist Statement |  |  | Artist Statement (60) |  |
| **Studio-4**  **(1-3)**  **8:40-9:55** | Impressionist & Post Imp artists & work on image and colour mixing in their sketchbooks | Colour analysis and drawing of final image | -PP-Impressionist & Post Impressionist Artists  -work on colour mixing and drawing final work  -Will start final project after Spring Break | -paint, paper, water, brushes, palette, board  -paper, their image |  |
| **Photo-5**  **(1-4)**  **10:10-11:45** | Representational vs Abstract Art  Finish Photo Interpretation Worksheet  Think about final project: Find pairs - sign up for camera | Representational vs Abstract Art    Camera sign up | -PP- Rep vs Abstract  -Finish Photo worksheet if not finished – hand in by end of project  -Remind those to submit their 3 pics | -Cameras  -Film canisters  -Students should have their Day 1 worksheet of questions to help them |  |
| **Mon Mar**  **17-28** | **Spring Break** |  |  |  |  |  |
| **Mon Mar 31**  **Day 2** | **Ceramics-12**  **(2-1)**  **1:50-3:03** | Introduction to Artist Statement | Learn about how to fill in the artist statement |  | Artist Statement (30) |  |
| **LAC-12**  **(2-3)**  **8:40-9:55** | Intro to Colour Wheel | Learn about the primary, secondary hues  Learn about colour wheel | -Welcome back!  -Demo the colour wheel handout  -primary, secondary, colours  -colour mixing  -Begin painting  -Drying Rack and cleanup | -Colour Wheel handout Sheet  -acrylic paint  red, blue, orange, white, black  -brushes  -palettes - prep paint for the students to share  -water pails |  |
| **Tue Apr 1**  **Day 1** | **Foundations-15**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | Last day to work on the Comic project  Self Assessment | Last day to work on comic project  Self Assessment | -Finish artist statement & self assessment  Ask the class how they prefer to present |  |  |
| **Studio-5**  **(1-3)**  **8:40-9:55** |  |  | -Working Period | -Artist Statement sheets (30)  -Brushwork sheet, color analysis  Work on their own sketches/painting |  |
| **Photo-6**  **(1-4)**  **10:10-11:45** | Artist Statement  Working period  Signout cameras  Work in pairs  Go around school to take pictures | **Introduce Artist Statement**  Take pictures with partner around the school | Hand out Artist Statement  Students to take pictures and to develop film | --Artist Statement sheets (30)  -Set up the darkroom  -Cameras, film canisters  -Construction paper  -Glue  -Scissors |  |
| **Wed Apr 2**  **Day 2** | **Ceramics-13**  **(2-1)**  **1:50-3:03** |  |  |  |  |  |
| **LAC-13**  **(2-3)**  **8:40-9:55** | Painting Project | Replication of Art: With their knowledge of colour theory, students will begin to replicate a painting | -Hand out their colour theory sheets  Choosing a picture:  -They can draw their own OR  -Bring out the pictures and tell them to choose the picture they want to paint  -Can be different colours – will draw it on the canvas | -Pictures from Ice Breaker  -Pencils  -Erasers  -Canvas from Mr. Spence |  |
| **Thu Apr 3**  **Day 1**  **Everyone’s project is DUE!** | **Foundations-16**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)** | **Foundations-14**  **(1-1)**  **(1-2)**  **(12:30-1:45)**  **(1:50-3:03)**  **Multi-Purpose Room** | **(EVERYTHING MUST BE HANDED IN) – Comic, Links to Concept, Sketchbook drawings, Artist Statement, self assessment** | Presentation and Project Due date | 1. Presentations  2. Hand in Projects  3. Hand in Artist Statement  4. Class discussion-what have they learned? | -Discussion questions  -Marking Rubric  -Prepare questions for class discussion on Storyboard  -Figure out the presentation procedure |
| **Studio-6**  **(1-3)**  **8:40-9:55** | Working Period | Working Period  Should be working on final painting | -Review concepts: light, pointillism  -Review rubric  -make sure they follow their sketchbook draft  -Hand out good copy of paper | -Rubric, syllabus  -paint, brush, water, paper, palette  -good paper |  |
| **Photo-7**  **(1-4)**  **10:10-11:45** | Working period | Working Period  Students who are ready can begin to develop their film  **Students should all be developing photos at this point** | Students to begin mounting developed photos  Students to work on Artist Statement  Students to take pictures and to develop film | -Artist Statement handout  -Set up the darkroom  -Cameras, film canisters  -Construction paper  -Glue  -Scissors |  |
| **Fri Apr 4**  **Day 2** | **Ceramics-14**  **(2-1)**  **1:50-3:03** |  |  |  |  |  |
| **LAC-14**  **(2-3)**  **8:40-9:55** | Painting project | Working Period | Review colour theory with them- trivia  Students to continue drawing on canvas  Students who are ready to paint will paint | -Pictures from Ice Breaker  -Pencils  -Erasers  -Canvas from Mr. Spence  -cellophane colour mixers? |  |
| **Mon Apr 7**  **Day 1**  **Rotation 4,3,2,1** | **Photo-8**  **(1-4)**  **8:40-9:55** | Working Period | Students should be working on mounting their photos & doing artist statement | Students to begin mounting developed photos  Students to work on Artist Statement  Students to take pictures and to develop film | -Artist Statement handout  -Set up the darkroom  -Cameras, film canisters  -**Construction paper**  -Glue  -Scissors |  |
| **Studio-7**  **(1-3)**  **10:10-11:45** | Artist Statement  Working Period | **Introduce Artist Statement** | -Work on Painting | -artist statements  -Rubric, syllabus  -paint, brush, water, paper, palette |  |
| **Foundations-17**  **(1-2)**  **(1-1)**  **(12:30-1:45)**  **(1:50-3:03)** | Introduction to the World of Tattoos |  | -Stereotypes  -Artists  -Styles  -Design  -In class-Activity-designing tat for someone else |  |  |
| **Tue Apr 8**  **Day 2**  **Rotation**  **4,3,2,1** | **LAC-15**  **(2-3)**  **10:10-11:45** | Painting project | Working Period | Students who are ready to paint will paint | -Pictures from Ice Breaker  -Pencils  -Erasers  -Canvas from Mr. Spence |  |
| **Ceramics-15**  **(2-1)**  **12:30-1:45** |  |  |  |  |  |
| **Wed Apr 9**  **Day 1** | **Photo-9**  **(1-4)**  **8:40-9:55** | Self-assessment | Self-assessment  Revisit Photo Interpretation worksheet? | Students may still be working on their photo project - can finish working  Hand out self-assessment sheets to be completed  Students who are completely finished can work on other homework | -Self assessment sheets  -Artist Statement sheets  -Construction paper  -Glue  -Scissors  -Set up how to discuss presentation of projects |  |
| **Studio-8**  **(1-3)**  **10:10-11:45** | Self Assessment | Self Assessment  Revisit Art Interpretation worksheet?  Working Period  Project is due next class | -Work on Painting  -If finished, they can work on next project, other homework, or colour analysis of my images | -Self Assessment  -paint, brush, water, paper, palette  -good paper |  |
| **Foundations-18**  **(1-2)**  **(1-1)**  **(12:30-1:45)**  **(1:50-3:03)** | Working Period |  |  |  |  |
| **Thu Apr 10**  **Day 2** | **LAC-16**  **(2-3)**  **LAST day with LALS**  **10:10-11:45** | Painting project  Last day – bring food for celebration | Working Period | Students to finish their paintings | -Pictures from Ice Breaker  -Pencils  -Erasers  -Canvas from Mr. Spence |  |
| **Ceramics-16**  **(2-1)**  **12:30-1:45** | Self Assessment |  |  |  |  |
| **Fri Apr 11**  **Day 1** | **Photo 10**  **(1-4)**  **8:40-9:55** | Artist Statement | Working Period |  | Artist Statement handouts |  |
| **Studio-9**  **(1-3)**  **10:10-11:45**  **LAST CLASS** | Final Project Due beginning of class & Presentations  **(EVERYTHING MUST BE HANDED IN) – Painting, Artist Statement)**  Feedback on self-assessment  Bring Food | Final Project Due beginning of class & Presentations  Feedback on self-assessment  Bring Food | Talk about self-assessment sheets | -self-assessment worksheets  Food |  |
| **Foundations-19**  **(1-2)**  **(1-1)**  **(12:30-1:45)**  **(1:50-3:03)** | Working Period | Working Period |  |  |  |
| **Mon Apr 14**  **Day 2** | **LAC-17**  **(2-3)**  **10:10-11:45** | Discovering Textures  Cathy’s Class | To learn about textured rubbings | 1. Show example of textured drawing  2. Demo how to create the rubbing  3. Hand out sheets of paper and art materials  4. They can do several rubbings | -My example  -Textured surfaces  -white paper  -crayons  -pencils  -charcoal |  |
| **Ceramics-17**  **(2-1)**  **12:30-1:45** |  | Working Period | Working Period  -Remind them that the next day – EVERYTHING IS DUE: project, artist statement, sketchbook drawings , links to concept | Determine how to group the students for presentation |  |
| **Tue Apr 15**  **Day 1** | **Photo 11**  **(1-4)**  **8:40-9:55** | **Last working period! Photo project is due next class-beginning of class** |  |  |  |  |
|  | **Foundations-20**  **(1-2)**  **(1-1)**  **(12:30-1:45)**  **(1:50-3:03)** | Artist Statement |  |  |  | Photocopy:  Self-assessment (30) for Ceramics |
| **Wed Apr 16**  **Day 2** | **LAC-18**  **(2-3)**  **10:10-11:45** | Discovering Textures: Collage | Sharing rubbings to create a unique picture | -Demo cutting and pasting onto a new sheet of paper  -Students to choose from the class collection of rubbings to make their collage | -My example - to cut up in class and make an image  -scissors  -glue  -tape  -pencils |  |
| **Ceramics-18**  **(2-1)**  **12:30-1:45**  **Multi-Purpose Room** | Shoe Project Due  **(EVERYTHING MUST BE HANDED IN) – Ceramic shoe, Label Stand, Links to Concept, Sketchbook drawings, Artist Statement**  Presentation day | Presentation  Feedback on Self-Assessment | -Final projects are due end of class – all components  -late projects will be penalized starting the day back from Spring Break  -Class Presentations |  |  |
| **Thu Apr 17**  **Day 1**  **HIP Day-9:40am start**  **Silent Reading: 1:35-1:55** | **Foundations-21**  **(1-2)**  **(1-1)**  **(12:30-1:45)**  **(12:30-1:55)**  **(1:50-3:03)**  **(1:55-3:03)**  **Multi-Purpose Room** | Final Tattoo project due at end of class?  **(EVERYTHING MUST BE HANDED IN) –Tattoo design, Sketchbook drawings, Artist Statement**  **Last day to accept Comic project!** |  |  |  | Prepare Questions for Ceramics Class Discussion |
|  | **Photo-12**  **(1-4)**  **8:40-9:55**  **LAST CLASS** | Final project due beginning of class & presentations **(EVERYTHING MUST BE HANDED IN) – Triptych, Artist Statement)**  -Hand back the Photo Interpretation worksheet  Bring Food | Final project due beginning of class & presentations  Feedback on self-assessment  Bring Food | Talk about the self-assessment sheets  Begin project presentations  Have some food to eat during | Self assessment sheets to hand back to students  How to organize presentations  Food |  |
| **Apr 18-21**  **Easter** | **School Closed** |  |  |  |  |  |
| **Tue Apr 22**  **Day 2** | **LAC-19**  **(2-3)**  **10:10-11:45** | Exquisite Corpse – Group work | Collaborative work | The students will be introduced to the Exquisite Corpse – an extension of the surrealist theme  They must design a character together | -Large sheets of paper  -crayons, felts, markers |  |
| **Ceramics-19**  **(2-1)**  **12:30-1:45** |  |  |  |  |  |
| **Wed Apr 23**  **Day 1** | **Foundations-22**  **(1-2)**  **(1-1)**  **(12:30-1:45)**  **(1:50-3:03)** | Last day to accept Tattoo project |  |  |  |  |
| **Thu Apr 24**  **Day 2** | **LAC-20**  **(2-3)**  **10:10-11:45** | Last class-party | Party | Party | -Treats  -Movie or game? |  |
| **Ceramics-20**  **(2-1)**  **12:30-1:45** | Last class- party | Party | Party | -Treats  -Movie or game? |  |
| **Fri Apr 25**  **Day 1** | **Foundations-23**  **(1-2)**  **(1-1)**  **(12:30-1:45)**  **(1:50-3:03)** | Last class – party & board games & presentation? | Party | Party | -Treats  -Movie or game? |  |