**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**

|  |  |  |
| --- | --- | --- |
| **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**  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 Breaker2. Class Expectations & Rules3. 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 Breaker2. Class Expectations & Rules3. 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 Breaker2. Class Expectations & Rules3. Overview of Units4. Energizer- Sit Down game 5. Icebreaker -Art that represents you6. 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 compassionHandout 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 & Sketchbook2. 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 PeriodLinks 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 & Template2. 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 PeriodSketchbook 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 PinataPinata presentations | Last day on PinataTalk 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 Project2. 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 gardenWorking 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 gardenThey 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 class2. 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 photosHandout 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 ware2. 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 periodSpring 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 ArtFinish 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 huesLearn 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 projectSelf 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 periodSignout cameras Work in pairsGo around school to take pictures  | **Introduce Artist Statement**Take pictures with partner around the school  | Hand out Artist StatementStudents 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. Presentations2. 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 PeriodStudents 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 canvasStudents 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 PeriodProject 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 projectLast 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-assessmentBring Food | Final Project Due beginning of class & Presentations Feedback on self-assessmentBring 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 TexturesCathy’s Class  | To learn about textured rubbings  | 1. Show example of textured drawing2. Demo how to create the rubbing3. 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-assessmentBring 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? |  |