

Team Visual Arts **Teacher** Gaub

Week of Beginning of Semester

Content: Visual Arts

Name of Unit Formative Assessment Collage Exploration

What are the instructional outcomes?	Standard	Essential Question	I can...	Timeline
<i>The outcomes are clear and written in the form of student learning. (Timeline Development)</i>	VA: Cr2.1.6 Demonstrate openness in trying new ideas, materials, methods and approaches to making works of art.	How do artists work and learn from trial and error when exploring new media and techniques?	I can practice collage techniques using a variety of drawing media and tools.	Day 1: creative collage video, pick jobs Day 2: explanation of expectations and procedures, complete 2 centers Day 3: complete 2 centers Day 4: review, finish center, reflect Day 5: Go Back-Go forward
How will I engage students in learning?	Process/ activities/ strategies			Product
<i>Intellectually engaging strategies are aligned with instructional outcomes. (Instructional Focus)</i>	<ul style="list-style-type: none"> • Intro hook video • Hands-on Centers • Vocabulary/ technique cards at each center • Peer to peer guidance • Teacher table monitoring and redirect • Example artworks using the media/ techniques 			<ul style="list-style-type: none"> • Practice worksheet with artwork and vocabulary.
How will I check for understanding?	Formative Informal			Formative Formal
<i>Questions, prompts, and assessments are used to demonstrate evidence of learning of instructional outcome/s. (Assessment)</i>	Review Discussion: Think, pair, share Question examples: <ul style="list-style-type: none"> • Which glue was best for magazines? • Show examples of work and ask which vocab is demonstrated in the work. 			Students will complete 4 miniature works of art, where each one has used a different collage media (ex: magazines) with a different resource (ex: sponge glue) to demonstrate a different technique (ex: theme). Student will write 6 or more related vocabulary definitions and demonstrate them in the artwork.
<i>Possible Differentiation strategies:</i>	Lower: Provide worksheets with larger areas to work in for students with gross motor skill issues. Or Worksheets with fill in the blank vocabulary definitions for those with communication, writing or processing needs. Higher: Provide an advanced version that has no words to copy... but must demonstrate specific words that they would have prior knowledge of. (aka 7 th gr students that did this as a 6 th grader)			
Administrator's Feedback				