

Team Visual Arts **Teacher** Gaub

Week of Beginning of Semester

Content: Visual Arts
Name of Unit Formative Assessment

Drawing 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 drawing techniques using a variety of drawing media and tools.	Day 1: explanation of expectations and procedures, plus complete 1 center Day 2: review, complete 3 centers Day 3: review, finish center, reflect
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"> • What did you notice about the drawing pencils? (Each pencil has a different value of graphite.) • What is the different and similarities between oil pastels and chalk pastels? (S: messy D: oily vs chalky) 			Students will complete 6 miniature works of art, where each one has used a different drawing media (ex: crayon) with a different resource (ex: texture pads) to demonstrate a different technique (ex: layering). Student will write 6 or more related vocabulary definitions that were demonstrated in the art.
<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	Cynthia, this format, along with the PowerPoint you create for each lesson, demonstrates your intentional thought in backward planning. Your daily lessons demonstrate your plan for the daily instructional outcome, the engaging activity and your check for understanding. Thank you, Mary			