307A Unit Planning Format

Name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level\_\_\_\_\_

First Peoples’ Principle\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Content Expectation: Element of Design:\_\_\_\_\_\_\_\_\_\_\_\_\_Aspect of that Element: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discovery

Curricular Competency:

Materials:

Formative Assessment:

Consolidation:

Curricular Competency:

Critical Analysis Process:

Artist:

Name of Art Work:

Year it was created:

URL:

Small image:

Give 2 questions for each part of the process. For the Cultural Context, also give 4 age appropriate facts about the artist and the times.

Description:

Analysis:

Cultural Context:

Informed Point of View:

Assessment (Formative or Summative)

Practice: (can be a single activity, combination of short activities, or 4-5 centres)

Curriculum Competency:

Materials,

Activity

Assessment: Create formative assessment for your Discovery using one of the following:

Nonjudgmental Critique - or Self-reflection

Explain how your assessment relates to the Content and Curricular Expectations, First Peoples’ Principle.

Inquiry:

Curricular Competencies:

Word you Inquiry…”Can you…”

Materials:

Activities (for longer Inquiries – you may need to scaffold final work)

Approximate amount of time needed:

For longer Inquiries: will there be Formative Assessment (e.g. Artist Circle) part way thorough and if so – give prompts)

Reflection:

Curricular Competency:

Method of Reflection:

Assessment: (Formative or Summative and type) List prompts.

Other Assessment for the Unit

Formative or Summative – which curriculum criteria, who is assessing, e.g. Self-Assessment or Teacher Assessed, prompts

**How your work will be marked: /30**

1. Age appropriate: are the Element of Design, the Critical Analysis and activities appropriate for the age of the students? /5
2. Flow: does the lesson have a coherent flow across the unit? /5
3. Are Big Idea and First Peoples’ Principles are guiding organizing principles for the unit? /5
4. Assessment: does your unit utilize appropriate B.C. Art Curriculum criteria and are strategies appropriate to the form of assessment being utilized? Is there assessment for learning as well as assessment of learning? /5
5. Exploratory: is there one pre-set outcome, or do the Discover and Inquiry as well as the other parts of the unit lead to individually creative outcomes? /5
6. Is the format easy to follow, concise yet descriptive with added images, clear format – all parts included. /5