

Art Educator	<i>Your full name</i>
School	<i>School of your Internship/ Practicum</i>
Level	<i>Grade (s) & Cycle of students</i>
Course	<i>Course</i>
Time Frame	<i>How long will this LES last</i>

1. **Educational & Instructional Aims**

- a. **Rationale:** *Why is this lesson important to your students? What will the students be working on as a result? Samples: Students had indicated an interest in..., this was an opportunity to..., the students will explore..., they will design ..., etc.*
- b. **Specific Objectives:** *What do you want the students to learn from this experience? Be specific to this lesson's objective relating to the whole unit / LES objective. Relate your objectives to the competencies.*
- c. **Guiding Question/ Stimulus for Creation:** *List the critical thinking question that the students will answer through their artwork.*

2. **Links to the Curriculum**

- a. **Broad Areas of Learning:** *List the BAL that the lesson connects to*
- b. **Educational Aim:** *Copy and paste this from the QEP*
- c. **Focuses of Development:** *Choose the area that fits most*

3. **Cross Curricular Competency(ies):**

- **Exercises critical judgment**
- **Organizes his/her work**
- **Communicates effectively**
- **Works in a team**

(These four CCCs replaced the set found in the QEP: To use information, To solve problems, To exercise critical judgment, To use creativity, To adopt effective work methods, to use information, and communication technologies, To construct he/her identity, To cooperate with others, and To communicate appropriately)

4. **Subject Specific Competency(ies) :**

- **Creating personal image** *(creating work based on personal expression)*
Key Features: *List the key features you wish to focus on*
- **Creating media image** *(creating work with a message & target audience)*
Key Features: *List the key features you wish to focus on*
- **Appreciates works of art** *(Reflection, Reaction, Connection)*
Key Features: *List the key features you wish to focus on*

5. **Interdisciplinary**

What other subject areas can this lesson plan be linked to? Explain.

6. **Vocabulary and Concepts: Essential Knowledges**

List and define (introduced and reviewed) vocabulary and concepts as you would explain it to the students.

7. **Adaptations for Diverse Learners and Enrichment Activities**

How can this lesson plan be expanded, or adapted (keeping same content, expectations and evaluation criteria) for diverse/ exceptional/ coded learners in your classroom? (Modification requires approval from MELS). What tasks can be added to this LES to further develop competencies and what takes can be adjusted?

8. Materials and Equipment

List the materials and equipment the educator will need. List the materials the students will need (including what is available to them in class and what needs to be brought in from home)

9. Assessment

How will you determine that your students have met the objectives? List the Evaluation Criteria that will be addressed and include your methods of assessment. Include your evaluation tools (rubrics, checklists, summative and formative). What are the expectations for the students work?

10. Cultural References and Bibliography

List cultural elements (resources, books, art reproductions, visuals, artists, etc.) related to the visual arts that will be referred to in this LES. (This may include Art History, Cultural Experiences, Cultural Sites, Exhibitions, Artistic Events, and visits from professionals or discussions about Careers related to the Visual Arts, Using Documentary Resources and Works from the Visual arts Repertoire)

11. Preparation

Stimulus for Creation: *How will the theme/content/reason for art making be introduced? List the inspiration or the motivational activity you will be doing with your students. (For example: Art History Power Point Presentation, Movie, Research ...). This is the place where the Appreciation Competency and the associating Evaluation Criteria can play a big role. i.e. using an artist, movement, artwork (...).*

Learning Activities: Visual Arts Language and Transforming

Gestures: *How will the Visual Arts Concepts be introduced? List the activity your students will be doing to understand the concepts. How will the Transforming Gestures be introduced? Teacher should demonstrate how students will use the techniques being taught and how to use materials presented properly. Is this done at their desks, with students gathered, etc.?*

12. Performance:**Complex Task:**

A new situation that requires the student to apply the knowledge, skills or strategies acquired during the series of Learning Activities. List the steps of the performance phase that has the student create the final outcome.

Work Time: *Consider how materials are distributed. Where are the students during work time? How much time/classes given for students to work? What will students do if they finish early?*

Clean-up: *What strategies can you use to assure proper clean-up? How mc time will you allocate for clean-up?*

Final Outcome: *What is the final outcome – what meaningful art making will take place and what is the expected end result?*

13. Closure and Integration:

How can students show they developed an understanding of what was taught? This is the summary and closure plan (You may invite students to use the brainstorm, reflections, and visual arts language learnt to write an artist statement, participate in a classroom critique, personal critique, create a game to review concepts, use the project to launch into the next, etc.)