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| **Learning Goal**  What do you want students to know and be able to do?  **S**pecific  **M**easurable  **A**ppropriate  **R**ealistic  **T**ime Limited | **STANDARDS:** What do you want students to know and be able to do?  *Points to consider:* Is the goal ambitious, yet realistic, for the grade level? | | | |
| **Big Idea:** Elements and Principles of Design make art meaningful and help express artistic intention.  **Standard(s):**   * Foundation 1; Standard 1(Making)   \* Objective B(Creating works of art that show the use of the art elements and  principles)   * Foundation 1; Standard 2 (Perceiving)   \*Objective B(Evaluate works of Art)  \* Foundation 1; Standard 3(Expressing)   \* Objective A(Create content in works of art)  **Student Learning Goal:** Students create expressive art that will utilize multiple elements and principles of design in order to communicate a particular idea or theme to an intended audience.  **Time Span for SLO Cycle:** 1 semester | | | |
| **Assessment**  How will you evaluate each student’s understanding and achievement? | **Starting Point:** How will you evaluate each student’s depth of understanding and achievement before the instruction?  Possible activities include: Pre-instruction artwork, pre-test, self-assessment, knowledge inventory, student survey, or other appropriate assessment tool, use same [rubric](https://webertube.com/document/26805/art-foundations-i-rubric) that will be used at the post assessment. | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?  Possible ways to monitor student progress include: Daily sketch journal, quizzes, portfolio evaluation, self-evaluation, group evaluation, critique, direct observation of student, teacher feedback one-on-one instruction. | | | |
| **Expected Targets:** How will you evaluate each student’s depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?  Students will understand and show growth by creating a work of art that uses the Elements and Principles of design and has meaning. They may complete the [rubric](https://webertube.com/document/26805/art-foundations-i-rubric) at the individual, group and teacher-assisted level. The rubric included is broad and should be customized to your individual project. | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Highly Proficient**  (80% to 100%) |  |  |  |
| **Proficient**  (60% to 79%) |  |  |  |
| **Approaching Proficiency**  (50% to 59%) |  |  |  |
| **Below Proficient**  (0% to 49%) |  |  |  |
| **Curriculum & Instruction**  What learning experiences and teaching strategies best promote understanding and achievement?  Consider:   * whole group * small group * partner * individual * collaborative experiences | Describe the instructional strategies you will use to achieve the desired outcome. *Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?*  *\* The following is not an exhaustive list of appropriate options. Feel free to choose or create your own to fit your needs.*   * Model or demonstrate (techniques, elements, principles etc.) * One on one instruction during student’s creative process * Collaborative student assessments * Appropriate visuals * Appropriate student examples * Picture walk * Virtual gallery tour * Student research and presentation (Movie Maker, PowerPoint etc.) | | | |
| How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? *Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?*  *\* The following is not an exhaustive list of appropriate options. Feel free to choose or create your own to fit your needs.*   * Small-group idea generation * Small-group discussion (assign individual jobs for accountability) * Work to collaborate with a different department to create a well-rounded multi-discipline experience sharing a common theme (example: Baroque music and art etc.) * Students could be required to demonstrate understanding of art elements and principles through an independent project. | | | |
| **Differentiation**  How will you respond to differing levels of understanding and achievement throughout the learning cycle? | How will you provide additional instructional support for students who don’t understand?  *\* The following is not an exhaustive list of appropriate options. Feel free to choose or create your own to fit your needs.*   * One-on-one conferencing * Peer/buddy tutoring * Incentives/positive reinforcement * Use Advisory or similar (if applicable) | | | |
| How will you extend or deepen learning for students who are already proficient?  *\* The following is not an exhaustive list of appropriate options. Feel free to choose or create your own to fit your needs.*   * Create an exceptional piece for the art show * Create an independent piece of choice * Help a peer who is struggling | | | |
| **Reflection and Data Analysis**  How will evidence of student understanding and achievement be used to drive instructional decisions? | **Based on your SLO data** | | | |
| What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept? | | | |
| What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth? | | | |
| What changes could be made to your instructional practice to address the needs of all (low, average, high) students? | | | |