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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.)
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| 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.
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| **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)
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| 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
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| **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? |