EDUC 4839

**Senior Visual Arts Long-Term Planning Assignment**

As a teacher, you will be given guidelines as to what to teach, but *how* you teach it is up to you. Long-term planning/curriculum writing is a way to be creative in how that happens. 

Each teacher candidate will be responsible for writing a long-term plan appropriate for teaching **senior level** learners (choose from grades 11 or 12). It may be **media-based or theme-based** in content and it may be for a **focus course** (e.g., crafts, design, drawing, painting, photography, sculpture). Please use the template

provided.

Guidelines:

1. All expectations, assessments, and evaluations included in the long-term plan will be based on current

**Ontario Ministry of Education documents** (Grade 11 and 12 Arts document, *Growing Success*);

2. The long-term plan will include the following: elements and principles of design, art history/criticism, Canadian content, and potential health and safety issues;

3. The long-term plan will include a **variety of teaching/learning** and **assessment/evaluation strategies** in order to accommodate a variety of learning styles;

4. A **rough draft** will be ready for the beginning of class, **Monday, November 27, 2017**, for a peer-

editing session;

5. The final hard copy will be submitted on or before **Friday, December 1, 2017**.

EDUC 4839 NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Senior Visual Arts Long-term Planning Rubric**

**1. Formatting: /5**

Includes all parts of template/guidelines 1

Information presented clearly and concisely 1

Free of mechanical errors 1 2 3

**2. Course Plan Content: /5**

Course description 1

Course overview details 1 2

Hours of instruction time used efficiently 1 2

**3. Unit Plans Content (for each unit): /40**

Unit descriptions/rationales 1 2 3 4 5

Unit overviews details 1 2 3 4 5

Prior knowledge required 1 2

Unit planning notes 1 2 3 4 5

Expectations based on Ontario Min. of Ed. documents 1 2 3

Potential accommodations 1 2

Teaching/learning strategies 1 2 3 4 5 6 7 8 9 10

Assessment/evaluation strategies 1 2 3 4 5

Resources 1 2 3

**Total: /50**

**Comments:**

**NAME OF SCHOOL**

(imaginary…be creative)

**COURSE OUTLINE**

**COURSE TITLE** VISUAL ARTS (or focus course title)

**COURSE CODE** (AVI 300, AVI 3M1, or AVI 4M1…or focus course code)

**COURSE LEVEL** (grade level)

**DEPARTMENT** VISUAL ARTS (or ARTS)

**POLICY DOCUMENT** *The Ontario Curriculum – Grades 11 and 12: The Arts (2010)*

**CREDIT VALUE** 1

**COURSE DEVELOPER** (your name)

**DATE** (due date of long-term planning assignment)

**Course Description:**

*(copy/paste paragraph form description from Grade 11/12 Arts Curriculum Document; if this is a focus course, add extra details, in the form of a couple of sentences)*

**Length:** 110 hours

**Overview of Course:**

|  |  |  |
| --- | --- | --- |
| Unit # | Unit Titles *(be creative)* | Unit Lengths*(hours)* |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 *(optional)* |  |  |
| Total |  | 110 hours |

*(For each unit in your course plan, write a unit plan, using the following template)*

**Unit Title:** *(from chart above)*

**Unit Length:** *(in hours; from chart above)*

**Unit Description/Rationale:** *(short paragraph form; explain what learners will do and why)*

**Overview of unit lessons:**

|  |  |  |
| --- | --- | --- |
| Lesson # | Lesson Titles *(be creative)* | Lesson Lengths *(minutes)* |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 *(could add more or less)* |  |  |
| Total |  | *(unit hours)* |

**Prior Knowledge Required for Unit:** *(point form list of what learners should know before unit;*

*basic knowledge/understanding from prerequisite courses and/or previous units)*

**Unit Planning Notes:** *(point form list of what you will need to collect/organize/do before the unit begins)*

**Expectations:** *(specific expectations learners will meet through this unit; copy/paste from*

*Curriculum Doc.)*

**Potential Accommodations:** *(point form list of considerations for all learners; ways to ensure success for this unit; could include potential health and safety issues)*

**Teaching/Learning Strategies:** *(point form list of what will happen during the unit; brief lesson overviews; these would turn into lesson plans at a later date when you actually teach this)*

**Assessment/Evaluation Strategies:** *(point form list of what you will assess, success criteria, assessment/evaluation tools, formative/summative tasks for this unit)*

**Resources:** *(alphabetical reference list for books, periodicals, web sites, apps, etc. for this unit;*

*please use a consistent style: APA, MLS, etc.; see format on my web site under ‘Resources’)*