**EDUC 4787 Integration Assignment = 30%**

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| Categories | Level 1 | Level 2 | Level 3 | Level 4 | Mark/Comments |
| Knowledge and understanding | Demonstrates limited knowledge/ understanding of integration | Demonstrates some knowledge/ understanding of integration | Demonstrates considerable knowledge/ understanding of integration | Demonstrates high degree of knowledge/ understanding of integration |  /4 |
| Thinking | Limited planning  | Some planning  | Considerable planning  | High degree of planning |  /4 |
| Communication  | Limited clarity in visual/written communication  | Some clarity in visual/written communication  | Considerable clarity in visual/written communication  | High degree of clarity in visual/written communication  |  /4 |
| Application | Limited application of elements and principles of design Limited application of technical skillsLimited originality  | Some application of elements and principles of designSome application of technical skillsSome originality | Considerable application of elements and principles of designConsiderable application of technical skillsConsiderable originality | High degree of application of elements and principles of designHigh degree of application of technical skillsHigh degree of originality  |  /12 |

Each course candidate will participate in a group project in which the participants (2-3 group members) create a **work of art** that integrates art with either another **subject** or a Ministry of Education **focus area** (literacy, numeracy, Aboriginal perspectives, character education, environmental education, special education, social justice, etc.). The work must be made of **recycled and/or natural** materials (where possible) and could be two-dimensional (e.g., drawing, poster, scrapbook, painting, print, video) or three-dimensional (e.g., mixed-media collage, sculpture). All **planning notes** (e.g., lists, sketches, URLs, photos) must be submitted with the final work to show process. As well, each group will submit a **reflection** (typed, one page, single-spaced, commenting on integration in general, how their project helps learners meet specific curriculum expectations, logistics of doing a similar project with children, etc.).

**Due Friday, August 11, 2017**

**Marks:** /24 (group mark) + Self-evaluation: /3 + Peer-evaluation: /3 = Individual mark: /30

**Overall comments:**