Visual Arts 9/10 Final Summative Assessment 30%

Presentation Date: _____

Group Member Names: _____

For your final summative project students will work in **groups of 3** creating a specialized **art workshop for a younger class** in the school. Your session will run for 30 mins (introduce topic, show sample, use technology, make art, clean up) Together you will teach, help and supervise children.

*The groups will have **class time** to work on this **January 4-13th**

***Presentations** will take place **January 14-22th**

You will be able to choose your group and together you must complete the following steps:

☐ choose a **grade**

☐ research the **art outcomes** to shape their lesson

☐ make a list of **materials** needed

☐ consider and account for all **health/safety issues**

☐make an **example of the artwork** to show younger students

☐incorporate **technology** (tutorial ,demo etc)

☐type up a **lesson plan** that fully explains what your group will be doing, what curriculum outcomes you're hitting, how you'll do it, why and what each person will be responsible for.

How you'll be assessed:

-Self evaluation rubric completed by each individual

-Teacher evaluation rubric

-Elementary teacher evaluation (done as an observer)

Teacher Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding: *Subject specific content acquired in the course (knowledge), and the comprehension of its meaning and significance (understanding)*				
Knowledge and Understanding of content *-Student is familiar with the chosen curriculum documents and shows understanding about what they need to teach*	demonstrates *limited* knowledge and understanding of content	demonstrates *some* knowledge and understanding of content	demonstrates *considerable* knowledge and understanding of content	demonstrates *thorough* knowledge and understanding of content
Thinking/Inquiry: *The use of critical and creative thinking skills and/or processes*				

Use of planning and processing skills	uses planning and processing skills with *limited* effectiveness	uses planning and processing skills with *some* effectiveness	uses planning and processing skills with *considerable* effectiveness	uses planning and processing skills with a *high degree* of effectiveness
-student plans out a detailed lesson covering each criteria *-student plans activity appropriate to grade and age* Use of critical/creative thinking processes	uses critical/creative thinking processes with *limited* effectiveness	uses critical/ creative thinking processes with *some* effectiveness	uses critical/creative thinking processes with *considerable* effectiveness	uses critical/creative thinking processes with a *high degree* of effectiveness

Communication: *The conveying of meaning through various forms*				
Expression and organization of ideas and information *-put in specific criteria here*	expresses and organizes ideas and information with *limited* effectiveness	expresses and organizes ideas and information with *some* effectiveness	expresses and organizes ideas and information with *considerable* effectiveness	expresses and organizes ideas and information with a *high degree* of effectiveness
Communication for different audiences *-put in specific criteria here*	communicates for different audiences and purposes with *limited* effectiveness	communicates for different audiences and purposes with *some* effectiveness	communicates for different audiences and purposes with *considerable* effectiveness	communicates for different audiences and purposes with a *high degree* of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage)	uses conventions, vocabulary, and terminology of the discipline with *limited* effectiveness	uses conventions, vocabulary, and terminology of the discipline with *some* effectiveness	uses conventions, vocabulary, and terminology of the discipline with *considerable* effectiveness	uses conventions, vocabulary, and terminology of the discipline with a *high degree* of effectiveness
Application: *The use of knowledge and skills to make connections within and between various contexts*				

Application of knowledge and skills in familiar contexts *-put in specific criteria here*	applies knowledge and skills in familiar contexts with *limited* effectiveness	applies knowledge and skills in familiar contexts with *some* effectiveness	applies knowledge and skills in familiar contexts with *considerable* effectiveness	applies knowledge and skills in familiar contexts with a *high degree* of effectiveness
Transfer of knowledge and skills s to new contexts *-put in specific criteria here*	transfers knowledge and skills to new contexts with *limited* effectiveness	transfers knowledge and skills to new contexts with *some* effectiveness	transfers knowledge and skills to new contexts with *considerable* effectiveness	transfers knowledge and skills to new contexts with a *high degree* of effectiveness
Making connections within and between various contexts	makes connections within and between various contexts with *limited* effectiveness	makes connections within and between various contexts with *some* effectiveness	makes connections within and between various contexts with *considerable* effectiveness	makes connections within and between various contexts with a *high degree* of effectiveness