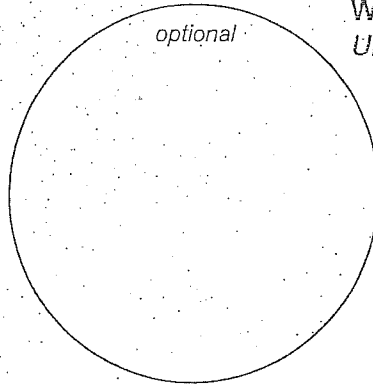
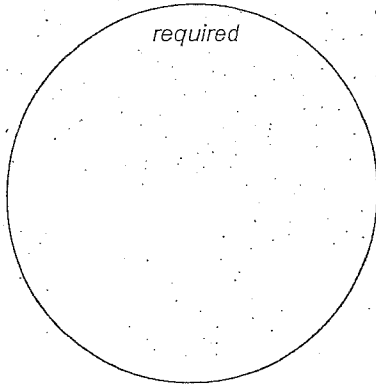


Title of Lesson or Unit:

Type: Primary Intermediate Graduation Media

Big Idea(s): select one or two of the Big Ideas from the curriculum.



What students will
UNDERSTAND

Visit <https://curriculum.gov.bc.ca> to view the most recently published Arts Education drafts.

Curricular Competencies: What students will <i>DO</i>	Concepts & Content: What students will <i>KNOW</i>
<p>Students will be able to use the following creative process(es) to create and respond to art:</p> <ul style="list-style-type: none">•••••	<p>Students will know the following concepts and content:</p> <ul style="list-style-type: none">••••

Materials & Technologies
<p>Students will use the following materials, tools, equipment:</p> <ul style="list-style-type: none">••••

Pre-Class Preparation
<p>The teacher will need to make the following preparations prior to the class(es)</p> <ul style="list-style-type: none">•••

Resources & References
<ul style="list-style-type: none">••••

LESSON (*Teacher Action/Student Action*)

-
-
-
-
-
-

Assessment/Evaluation

-
-
-
-

Adaptations/Modifications

-
-
-
-

EXTENSIONS/POSSIBLE CROSS-CURRICULAR CONNECTIONS

-
-
-

Big Ideas (I Understand)



Curricular Competencies (DO)

Content (KNOW)

I can...

I know...

Evidence of Experience (Show)

(Student driven; teacher guided)

Design Framework for Innovative Teaching and Learner Success

KNOW	DO	UNDERSTAND
Content	Core Competencies	Curricular Competencies Big Ideas
What curriculum will be addressed?		
What will count as evidence (success criteria) of understanding? How will this criteria be communicated to or created with students?		
What Essential or Driving Question will frame the learning?		
How will students demonstrate or perform their understanding? (i.e., performance tasks, exhibitions, reports, portfolios, presentations, etc)		
What thinking habits, skills or strategies will help students develop understanding? How will you help uncover and support student thinking?		
What FORMATIVE ASSESSMENT strategies will you use to evaluate student learning and adjust your teaching? Where will students have the opportunity to share their understanding in order to receive feedback, revise and improve?		

Design Framework for Innovative Teaching and Learner Success

SCAFFOLDING LEARNING FOR STUDENT SUCCESS

<p>What are possible ways students might become engaged or curious about this task?</p> <ul style="list-style-type: none"> -Where does the topic 'live' in the world? Who are the current people working in this field? -Why would someone care about this topic? What do you find interesting? -What might students find interesting, controversial, or shocking? -How might the curriculum be turned into a problem, a puzzle, or a decision to be made? -Where might students have the opportunity to predict, design, solve, test and/or improve their own ideas, theories, solutions or creations? -How might there be an authentic audience or purpose for the task? -How will you introduce the task and 'hook' the students? 	<p>What opportunities are there for developing literacy or numeracy skills or Integrating Aboriginal Perspectives?</p>	<p>How will the learning be made accessible for ALL students to succeed? (Universal Design, Differentiated Instruction, learning supports, multimodal resources, etc)</p>
<p>How will you provide opportunities for student voice and choice?</p>		

MAKING LEARNING VISIBLE

<p>How might the PROCESS of learning be documented and valued?</p>	<p>How will student thinking and understanding be shared and improved by others? Is there a possible audience for students to share their learning with?</p>	<p>How will you design opportunities for students to reflect on their learning?</p>
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