

Jen Rempel - ED4760 Assignment #4

Principles of Design: Digital Media		
Established Goals	TRANSFER GOAL	
	Students will acquire creative, design and technological skills while both exploring and creating a variety of media.	
	MEANING	
Students will: - be introduced to design fundamentals - become familiar with design in imagery - explore digital photography, video & skills involved - utilize previous knowledge of programs: iMovie & Photoshop. - incorporate their own personality and preferences into projects - be encouraged to create & explore in a positive & supportive environment	Enduring Understandings: Students will understand that... U1 – the fundamentals of design are tools used to create a successful composition U2 – images used can evoke responses and meaning based on the culture they reflect U3 – design can be used to connect with others	Essential Questions: Students will keep considering... Q1 – How can I represent my ideas through photography/video? Through design? Is it important? Q2 – What is successful design? Q3 – Can I use design to increase social or environmental awareness? Why? How?
	ACQUISITION OF KNOWLEDGE & SKILLS	
	Students will know... <ul style="list-style-type: none"> - the use and effect of design fundamentals in media - images can evoke meaning - technology tips & tools (ie. charging digital/video cameras, backing up work, downloading photo's to desktop, organizing files, keeping process work, bookmarking sites) - how to provide constructive criticism - support findings & conclusions 	Students will be skilled at... <ul style="list-style-type: none"> - creative thinking, collaboration & decision making - interpreting ideas, concepts and beliefs through photography, video & design - exploring the use of images, design fundamentals & meaning - technology maintenance & tools - Digital Photography - Photoshop, iMovie - Critique Process - Presentation Process
STAGE 2 – Evidence		
Evaluative Criteria	Students will need to show their learning by:	
Performance judged in terms of: Web Quest, Presentation/Critique, Sketchbook, Digital Sketchbook, Photography or Video	Participation, Collaboration, Sketchbook Entries, Sharing Knowledge & Skills, Using Design Fundamental Vocabulary, Competency with media used, Digital Photography & Video. Transfer Task: Students will create their own interpretation showcasing the Principles of Design using Digital Photography or Video.	

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Outcomes from Art 20

COMPOSITIONS

Relationships 1:

Students will solve teacher- and student-developed problems by varying the dominance of design elements for specific visual effects.

Concepts

1. Meaning in composition is affected by reversing or distorting positive and negative elements.
2. Exaggerating, distorting and rearranging parts of images are means of solving visual problems.
3. Shifting perspective or changing the point of view are means of solving visual problems.

ENCOUNTERS

Transformations Through Time:

Students will investigate the impact of technology on the intentions and productions of the artist.

Concepts

1. The adoption of a new medium will effect change in an artist's work.
2. Technology has an impact on the artist's role in modern society.

Impact of Images:

Students will acquire a repertoire of visual skills useful for the comprehension of different art forms.

Concepts

1. The relationships of different features of a work of art may be compared to the total effect of the work.
2. Artists depict subjects from different points of view.
3. Throughout history, a wide range of media and techniques have been used to make art.

Outcomes from ICT Division 4

C.1 - Students will access, use and communicate information from a variety of technologies.

4.1: plan and perform complex searches, using more than one electronic source

C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.

4.1: use appropriate strategies to locate information to meet personal needs

F.2 - Students will understand the role of technology as it applies to self, work and society.

4.1: use technology outside formal classroom settings

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F.4 - Students will become discerning consumers of mass media and electronic information.

4.1: discriminate between style and content in a presentation

4.2: evaluate the influence and results of digital manipulation on our perceptions

4.3: identify and analyze a variety of factors that affect the authenticity of information derived from mass media and electronic communication

P.4 - Students will integrate various applications.

4.1: integrate a variety of visual and audio information into a document to create a message targeted for a specific audience

4.2: apply principles of graphic design to enhance meaning and audience appeal

4.3: use integrated software effectively and efficiently to reproduce work that incorporates data, graphics and text

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Rationale:

I will combine the Art and ICT Outcomes with the intention of using them for an Art 20 unit entitled "Design Fundamentals in Digital Media."

This unit will include an introduction to the Fundamentals of Design, Graphic Design, Digital Photography and Video. Students have prior knowledge of programs Photoshop, iMovie and Presentation software to complete their project. Students will also use the internet to create a Web Quest while researching a variety of media.

(ICT: C.1 4.1, C.7 4.1,) (Art: Encounters->Impact of Images->Concepts A,B,C)

The products for the unit will be; digital and hard copy sketchbook, creating/ completing their own web quest, with the final product to create their own interpretation of the Design Fundamentals using Digital Photography or Video as well as prior skill set with Photoshop, iMovie and Presentation software.

(ICT: F.2 4.1; F.4 4.1, 4.2, 4.3; P.4 4.1, 4.2, 4.3) (Art: Compositions->Relationships 1->Concepts A, B, C; Compositions->Transformations Through Time->Concepts A,B)

This unit will enable students to combine the research and problem solving aspects along with the exploration of technology that are found in both the Art and ICT Program's of Study by gaining important skills and concepts to build a solid knowledge base in Design Fundamentals and Digital Media.

Teaching Strategies: Problem Solving, Concept Mapping, Inquiry, Sketchbook, WebQuest, Explaining, Demonstrating, Questioning, Discussion, Presentation, Collaboration/Interactive Instruction, Research, Guided Learning, Experiential, Discovery.

Technology Used: Internet, Digital/Video Cameras, Photoshop, iMovie, Presentation Software/Programs, Worksheets, Class Website.

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Outline of Lessons

1. Introduction to Unit (gather info on prior learning/skills/knowledge) & Intro to Design Fundamentals.
 - a. Assessment
Formative: observation, discussions, worksheet as feedback for prior knowledge, sketchbook
2. Maintenance & Web Quest: Go through Digital Citizenship Checklist. Students create their own Web Quest for Design Fundamentals. Bookmark their resources, add to their Digital Sketchbook on class website. Select ads or commercials that use specific Design Fundamentals, put them in Digital Sketchbook.
 - a. Assessment
Formative: observation, worksheet, discussions, digital sketchbook
Summative: Web Quest (use Process section of Rubric)
3. Introduction to Major Project & Assign Experts for Digital Cameras, Videos and Software: Photoshop & iMovie, Digital Sketchbook.
 - a. Assessment
Formative: observation, discussions, sketchbook (sketch ideas),
4. Rubric Creation + Work Period
 - a. Assessment
Formative: observation, discussions, sketchbook (sketch ideas),
5. Present Rubric + Work Period
 - a. Assessment
Formative: observation, discussions, sketchbook, digital sketchbook.
6. In Class Work Period
 - a. Assessment
Formative: observation, discussions, sketchbook, digital sketchbook.
7. In Class Work Period
 - a. Assessment
Formative: observation, discussions, sketchbook, digital sketchbook.
8. Full Critique & Closure of Unit.
 - a. Assessment
Formative: observation, discussions, sketchbook, digital sketchbook.
Summative: Project (use Rubric)

Timeline: 4 weeks

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Evaluation Methods: Process Work: Sketchbook/Digital Sketchbook, Web Quest, Project: Interpretation of Design Fundamentals using Digital Photography or Video, Participation.

Evaluation Weight:

Unit out of 30, Unit worth 30% of final mark in class.

Web Quest: /5 (refer to Process portion of rubric for grade)

Participation: /5 (5=very engaged, 4=engaged, 3=not very engaged, 2=not engaged, 1=not there)

Final Project (inc. Process Work: sketchbook/digital sketchbook entries): /20

Total: /30

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Date-Time: Class 1/8 - 80 min	Title of the Lesson: Intro to New Unit	
Grade: 11	Curriculum Area: ART 20 & ICT Div 4	
Background Information: Prior knowledge of Photoshop, iMovie, Digital Photography, Video, Presentation Software, Internet Reserach	Grouping: Individuals/Pairs	
Learning Outcomes: ART: Compositions-Relationships 1:1,2,3. Encounters-Transformations 2. -Impact of Images 2,3. ICT: C.1:4.1, C.7:4.1, F.2:4.1, F.4:4.3		
Learning Expectations: Students will be introduced to Design Fundamentals, draw on prior knowledge & create new knowledge	Assessment: Formative: worksheet, sketchbook	
Lesson: <i>Hook:</i> What are the Elements of Art? Brainstorm as a class on board: concept map <i>Intro:</i> What are the Principles of Design? Brainstorm as a class on board: concept map. [pattern, contrast, emphasis, balance, scale, harmony, rhythm/movement] Go through Understandings & Essential Questions (see Unit Outline) <i>Question:</i> how do the two work together? In sketchbook, write or draw thoughts. Revisit at end of class. <i>Worksheet handout (see Unit Resources):</i> - do in pairs or on own. 10 minutes - get into groups of 3/4 and compare. 10 minutes - research online in groups of 3/4. 10 minutes <i>Class Discussion:</i> - Did worksheet evolve? How, volunteers. - What part was most preferable for activity? What did internet provide? - On a level of 1 to 4, how well do you understand the Design Fundamentals? 1 = ??, 2 = ?, 3 = !, 4= !! Write the number on your worksheet in space provided. - Collect worksheets, go through as soon as Sketchbook time starts, meet with students who have 1's or 2's. <i>Sketchbook Time:</i> sketch examples of different fundamentals, create a composition or label and define each one separately for rest of class time <i>Closure:</i> Ask for examples of how Elements of Art & Principles of Design work together? Next class: Digital Sketchbook entry!		<input type="checkbox"/> Mental Set <input type="checkbox"/> Sharing Purpose/ Objectives <input type="checkbox"/> Input <input type="checkbox"/> Modeling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Closure Materials/ Resources: - music during work time - outdoors for work time - worksheets, pencils, pens, markers - whiteboard, markers - sketchbooks - creativity!
Bloom's Taxonomy: <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	Multiple Intelligences: <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	
Personal Notes/Reminders/Homework/Other Considerations: Sketchbook: Examples of Design Fundamentals + How Elements & Principles work together (show both via images/text in sketchbook). Due next class.		

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Date-Time: Class 2/8 - 80 min Grade: 11	Title of the Lesson: Maintenance & Research Curriculum Area: ART 20 & ICT Div 4
Background Information: Prior knowledge of Photoshop, iMovie, Digital Photography, Video, Presentation Software, Internet Research	Grouping: Individuals/Pairs
Learning Outcomes: ART: Compositions-Relationships 1:1,2,3. Encounters-Transformations 2. -Impact of Images 2,3. ICT: C.1:4.1, C.7:4.1, F.2:4.1, F.4:4.3	
Learning Expectations: Students will use prior knowledge of internet research to compile their own Web Quest and upload it to their Digital Sketchbooks.	Assessment: Formative: sketchbook, digital sketchbook, worksheet Summative: sketchbook, digital sketchbook
Lesson: <i>Hook:</i> Walk around gallery of examples of Design Fundamentals or how Elements & Fundamentals work together, student choice which to put up. <i>Intro:</i> Class creation of digital citizenship (concept map on board) include internet, reliability of sites & maintenance of digital equipment -> have student's lead this. See attached Checklist for Digital Citizenship, all to be checked. <i>Question:</i> why is digital citizenship important? have student's lead this. <i>Assignment for today - available on class website:</i> - on your own or with a partner, create your own web quest defining the Fundamentals of Design. Use at least 5 of the following: websites (links), images, video, artwork, commercials/videos, music. - compile research/findings into a web quest on YOUR OWN Digital Sketchbook. If you are working in pairs, you will each need to have an entry. <i>While students are working, go through sketchbooks to review previous assignment - if no time, take pictures/video and go through later.</i> <i>Closure:</i> Ask for favourite examples found today - have students show on large screen. Next class: Project intro!	
Bloom's Taxonomy: <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	Multiple Intelligences: <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic
Personal Notes/Reminders/Homework/Other Considerations: Digital Sketchbook: today's assignment is due next class.	

- Mental Set
- Sharing Purpose/Objectives
- Input
- Modeling
- Check for Understanding
- Guided Practice
- Independent Practice
- Closure

Materials/

Resources:

- laptops/computers
- whiteboard, markers
- sketchbooks
- digital sketchbooks
- creativity!

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Date-Time: Class 3/8 - 80 min	Title of the Lesson: Project Intro	
Grade: 11	Curriculum Area: ART 20 & ICT Div 4	
Background Information: Prior knowledge of Photoshop, iMovie, Digital Photography, Video, Presentation Software, Internet Research, Digital Citizenship	Grouping: Individuals/Pairs	
Learning Outcomes: ART: Compositions-Relationships 1:1,2,3 + Encounters-Transformations 1,2. -Impact of Images 1,2,3. ICT: C.1:4.1 + C.7:4.1 + F.2:4.1 + F.4:4.1, 4.2, 4.3 + P.4:4.1, 4.2, 4.3		
Learning Expectations: Students will use prior internet research to compile their own interpretation of the Principles of Design.	Assessment: Formative: sketchbook, digital sketchbook, Summative: sketchbook, digital sketchbook	
Lesson: <i>Hook:</i> Show YouTube video of Elements & Principles of Design: http://www.youtube.com/watch?v=U2S9JVIW6oI&feature=share&list=PL332PBtmGvkfQNKrbVXiyJqW4nGUKZuMS <i>Intro:</i> You will be working individually or in partners to create your own interpretation of the Principles of Design using Digital Photography or Video. You will need to show all 7 Principles we have researched. <i>Questions:</i> What are the 7 Principles? Where can we look if we forget? Can you use something other than Digital Photography or Video? Yes, but the final product will be either Digital Photos or Video(s). <i>Assignment - also available on class website:</i> - on your own or with a partner, create your own interpretation showcasing the Principles of Design. - compile your ideas/research/findings/process work in your Sketchbook & Digital Sketchbook. If you are working in pairs, you will each need to have your own entries. Minimum of 7 entries for this project. <i>Assign Experts:</i> Student Go To People for the following Digital Camera Go to Person: _____ Video Camera Go to Person: _____ Photoshop Go to Person: _____ iMovie Go to Person: _____ Digital Sketchbook Go to Person: _____ <i>Work Period:</i> get ideas in sketchbook, solo/pairs? sign up on sheet, start researching! computers, outdoors, library etc. Students sign up for teacher meeting: students/pairs to check in & look at sketchbook(s) & discuss ideas = formative assessment. <i>Closure:</i> Ask for student ideas, share as class. Next class: Rubric!		<input type="checkbox"/> Mental Set <input type="checkbox"/> Sharing Purpose/ Objectives <input type="checkbox"/> Input <input type="checkbox"/> Modeling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Closure
Bloom's Taxonomy: <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation		Multiple Intelligences: <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic
Personal Notes/Reminders/Homework/Other Considerations: Think about what the project expectations should be. Next class, we create a rubric for project.		

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Date-Time: Class 4/8 - 80 min	Title of the Lesson: Rubric Creation + Work Period	
Grade: 11	Curriculum Area: ART 20 & ICT Div 4	
Background Information: Prior knowledge of Photoshop, iMovie, Digital Photography, Video, Presentation Software, Internet Research, Digital Citizenship	Grouping: Individuals/Pairs	
Learning Outcomes: ART: Compositions-Relationships 1:1,2,3 + Encounters-Transformations 1,2. -Impact of Images 1,2,3. ICT: C.1:4.1 + C.7:4.1 + F.2:4.1 + F.4:4.1, 4.2, 4.3 + P.4:4.1, 4.2, 4.3		
Learning Expectations: Students will use prior internet research to compile their own interpretation of the Principles of Design.	Assessment: Formative: sketchbook, digital sketchbook, Summative: sketchbook, digital sketchbook	
Lesson: <i>Hook:</i> Play a song that highlights Principles of Design. Students write down which Principles they hear! http://www.ursyn.com/Orchestra/pages/Toby.html <i>Intro:</i> Create Rubric As Class - ask if want to discuss in small/large group, take in suggestions, compile with yours (<i>see Unit Resources</i>) and bring for next class/put on class site. <i>Assignment - also available on class website:</i> - on your own or with a partner, create your own interpretation showcasing the Principles of Design. - compile your ideas/research/findings/process work in your Sketchbook & Digital Sketchbook. If you are working in pairs, you will each need to have your own entries. <i>Work Period:</i> get ideas in sketchbook, solo/pairs? sign up on sheet, research: computers, outdoors, library etc, take pictures, start filming. Students sign up for teacher meeting: students/pairs to check in & look at sketchbook(s) & discuss ideas = formative assessment. <i>Closure:</i> Ask for student ideas, share as class. Next class: Go through creation of Rubric!		<input type="checkbox"/> Mental Set <input type="checkbox"/> Sharing Purpose/Objectives <input type="checkbox"/> Input <input type="checkbox"/> Modeling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Closure
Bloom's Taxonomy: <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	Multiple Intelligences: <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	
Personal Notes/Reminders/Homework/Other Considerations: Next class, present a rubric for project.		

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Date-Time: Class 5/8 - 80 min	Title of the Lesson: Present Rubric + Work Period	
Grade: 11	Curriculum Area: ART 20 & ICT Div 4	
Background Information: Prior knowledge of Photoshop, iMovie, Digital Photography, Video, Presentation Software, Internet Research, Digital Citizenship	Grouping: Individuals/Pairs	
Learning Outcomes: ART: Compositions-Relationships 1:1,2,3 + Encounters-Transformations 1,2. -Impact of Images 1,2,3. ICT: C.1:4.1 + C.7:4.1 + F.2:4.1 + F.4:4.1, 4.2, 4.3 + P.4:4.1, 4.2, 4.3		
Learning Expectations: Students will use prior internet research to compile their own interpretation of the Principles of Design.	Assessment: Formative: sketchbook, digital sketchbook, Summative: sketchbook, digital sketchbook	
Lesson: <i>Hook:</i> Present Completed Rubric. <i>Assignment - also available on class website:</i> - on your own or with a partner, create your own interpretation showcasing the Principles of Design. - compile your ideas/research/findings/process work in your Sketchbook & Digital Sketchbook. If you are working in pairs, you will each need to have your own entries. <i>Work Period:</i> Student's must sign out of room if leaving, sign in when back (see Unit Resources). Get ideas in sketchbook, solo/pairs? sign up on sheet, research: computers, outdoors, library etc, take pictures, start filming. Students sign up for teacher meeting: students/pairs to check in & look at sketchbook(s) & discuss ideas = formative assessment. <i>Closure:</i> Ask for student ideas, share as class. Next class: Full Work Period!		<input type="checkbox"/> Mental Set <input type="checkbox"/> Sharing Purpose/ Objectives <input type="checkbox"/> Input <input type="checkbox"/> Modeling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Closure Materials/ Resources: - laptops/computers - whiteboard, markers - sketchbooks - digital sketchbooks - digital/video cameras - creativity!
Bloom's Taxonomy: <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	Multiple Intelligences: <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	
Personal Notes/Reminders/Homework/Other Considerations: Next class, full work period. Remember 7 Sketchbook & Digital Sketchbook entries for project.		

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Date-Time: Class 6/8 - 80 min	Title of the Lesson: Work Period	
Grade: 11	Curriculum Area: ART 20 & ICT Div 4	
Background Information: Prior knowledge of Photoshop, iMovie, Digital Photography, Video, Presentation Software, Internet Research, Digital Citizenship	Grouping: Individuals/Pairs	
Learning Outcomes: ART: Compositions-Relationships 1:1,2,3 + Encounters-Transformations 1,2. -Impact of Images 1,2,3. ICT: C.1:4.1 + C.7:4.1 + F.2:4.1 + F.4:4.1, 4.2, 4.3 + P.4:4.1, 4.2, 4.3		
Learning Expectations: Students will use prior internet research to compile their own interpretation of the Principles of Design.	Assessment: Formative: sketchbook, digital sketchbook, Summative: sketchbook, digital sketchbook	
Lesson: <i>Hook:</i> Work Period! Student's must sign out of room if leaving, sign in when back (see Unit Resources). <i>Assignment - also available on class website:</i> - on your own or with a partner, create your own interpretation showcasing the Principles of Design. - compile your ideas/research/findings/process work in your Sketchbook & Digital Sketchbook. If you are working in pairs, you will each need to have your own entries. <i>Work Period:</i> get ideas in sketchbook, solo/pairs? sign up on sheet, research: computers, outdoors, library etc, take pictures, start filming. Students sign up for teacher meeting: students/pairs to check in & look at sketchbook(s) & discuss ideas = formative assessment. <i>Closure:</i> Ask for student ideas, share as class. Next class: Full Work Period!		<input type="checkbox"/> Mental Set <input type="checkbox"/> Sharing Purpose/Objectives <input type="checkbox"/> Input <input type="checkbox"/> Modeling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Closure Materials/ Resources: - laptops/computers - whiteboard, markers - sketchbooks - digital sketchbooks - digital/video cameras - creativity!
Bloom's Taxonomy: <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	Multiple Intelligences: <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	
Personal Notes/Reminders/Homework/Other Considerations: Next class, full work period. Remember 7 Sketchbook & Digital Sketchbook entries for project.		

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Date-Time: Class 7/8 - 80 min	Title of the Lesson: Work Period	
Grade: 11	Curriculum Area: ART 20 & ICT Div 4	
Background Information: Prior knowledge of Photoshop, iMovie, Digital Photography, Video, Presentation Software, Internet Research, Digital Citizenship	Grouping: Individuals/Pairs	
Learning Outcomes: ART: Compositions-Relationships 1:1,2,3 + Encounters-Transformations 1,2. -Impact of Images 1,2,3. ICT: C.1:4.1 + C.7:4.1 + F.2:4.1 + F.4:4.1, 4.2, 4.3 + P.4:4.1, 4.2, 4.3		
Learning Expectations: Students will use prior internet research to compile their own interpretation of the Principles of Design.	Assessment: Formative: sketchbook, digital sketchbook, Summative: sketchbook, digital sketchbook	
Lesson: <i>Hook:</i> Work Period! Student's must sign out of room if leaving, sign in when back (see Unit Resources). <i>Assignment - also available on class website:</i> - on your own or with a partner, create your own interpretation showcasing the Principles of Design. - compile your ideas/research/findings/process work in your Sketchbook & Digital Sketchbook. If you are working in pairs, you will each need to have your own entries. <i>Work Period:</i> get ideas in sketchbook, solo/pairs? sign up on sheet, research: computers, outdoors, library etc, take pictures, start filming. Students sign up for teacher meeting: students/pairs to check in & look at sketchbook(s) & discuss ideas = formative assessment. <i>Closure:</i> Ask for student ideas, share as class. Next class: Present/Crit!		<input type="checkbox"/> Mental Set <input type="checkbox"/> Sharing Purpose/Objectives <input type="checkbox"/> Input <input type="checkbox"/> Modeling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Closure Materials/ Resources: - laptops/computers - whiteboard, markers - sketchbooks - digital sketchbooks - digital/video cameras - creativity!
Bloom's Taxonomy: <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	Multiple Intelligences: <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	
Personal Notes/Reminders/Homework/Other Considerations: Next class, presentation/critique. Remember 7 Sketchbook & Digital Sketchbook entries for project.		

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Date-Time: Class 8/8 - 80 min	Title of the Lesson: Project Presentation + Critique	
Grade: 11	Curriculum Area: ART 20 & ICT Div 4	
Background Information: Prior knowledge of Photoshop, iMovie, Digital Photography, Video, Presentation Software, Internet Research, Digital Citizenship	Grouping: Individuals/Pairs	
Learning Outcomes: ART: Compositions-Relationships 1:1,2,3 + Encounters-Transformations 1,2. -Impact of Images 1,2,3. ICT: C.1:4.1 + C.7:4.1 + F.2:4.1 + F.4:4.1, 4.2, 4.3 + P.4:4.1, 4.2, 4.3		
Learning Expectations: Students will use presentation & critique skills for revealing of projects.	Assessment: Formative: sketchbook, digital sketchbook, Summative: sketchbook, digital sketchbook, final project.	
Lesson: <i>Hook:</i> YouTube Video: Your Guide to Art School Critiques: http://youtu.be/q3b05_4b_cw <i>Critique Time!</i> - each student/pair will present their work, 5 min max - TAG on a piece of paper or online in comments section of their project: T- tell them something you like A- ask them a question G- give a suggestion - WITH your name on it, give paper TAG to presenter(s) <i>Closure:</i> TAG the project! Post on class site in comments section of Project Description or in Sketchbook. Hand in Sketchbooks, if Digital Sketchbook write 'DS for Principles of Design Project' on a page. Next Class: Finish Critique if not done & Intro to new unit!		<input type="checkbox"/> Mental Set <input type="checkbox"/> Sharing Purpose/ Objectives <input type="checkbox"/> Input <input type="checkbox"/> Modeling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Closure Materials/ Resources: - laptops/computers - whiteboard, markers - sketchbooks - digital sketchbooks - digital/video cameras - crit snacks! - creativity!
Bloom's Taxonomy: <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	Multiple Intelligences: <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	
Personal Notes/Reminders/Homework/Other Considerations: Next class Finish Crit if not done & Intro to next Unit!		

Jen Rempel - ED4760 Assignment #4

Unit Resources:

Digital Citizenship Checklist

	Content! Is it reliable? How to know? Who made the site? Opinions vs Facts.
	Creative Commons. Don't steal other work!
	Privacy. Don't share personal info/pictures!
	Safety of Content. Visit appropriate sites, don't spread inappropriate images/content. What is inappropriate?
	Use of Technology: Digital & Video Cameras procedures. SCRUB it! 1. share the technology - take turns with it! 2. careful handling - like it is your own! 3. recharge - plug in when done with it! 4. use it with purpose - have a plan for tech before use! 5. be responsible - check ALL equipment In & Out!

Principles of Design - Rubric

	Return Client	Happy Client	Not Getting Paid Yet	Going to Be Out of Business
Principles of Design	Clear display of all 7 POD's with unique vision. C4	Displays all 7 POD's. C3	Displays most 7 POD's. C2	Few or no display of 7 POD's. C1
Presentation	Thoughtfully considered & perfect fit with final piece(s). C4	Considered & fits with final piece (s). C3	Not Considered & does not fit with final piece(s). C2	Nothing to present. C1
Process	Rigorous Process Work. C4	Thorough Process Work. C3	Some Process Work. C2	Little or No Process Work. C1
Critique	Unique & competent presentation of work to class. C4	Competent presentation of work to class. C3	Satisfactory presentation of work to class. C2	No effort or non-existent presentation to class. C1
Class Additions	TBD	TBD	TBD	TBD

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Leaving the Room?

Name	Time Out	Where Will You Be?	Time In

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Principles of Design Worksheet

Draw representations of the Principles of Design.

Your Own	After Discussing in Group	After Group Research
Pattern:	Pattern:	Pattern:
Contrast:	Contrast:	Contrast:
Emphasis:	Emphasis:	Emphasis:
Balance:	Balance:	Balance:
Scale:	Scale:	Scale:
Harmony:	Harmony:	Harmony:
Rhythm/Movement:	Rhythm/Movement:	Rhythm/Movement:
Unity:	Unity:	Unity:
Variety:	Variety:	Variety: