

VERTICAL PLANNING: ATL SKILLS AND THE LEARNER PROFILE

MPY Developmental Workbook / DP Investigation Workbook Assessment rubric		Grade 9 / 10	Grade 11 /12
	Organization -Self-Management -Time Management	Criteria C: Demonstrate the exploration of ideas to shape artistic intent to the point of realization. -Detail/outline unit expectations beginning with guiding questions, statement of inquire, key concept, related concept and global concept. -Identify due dates and criteria with expectation for assessments. 2013/14-(TofC,-Periodic/timely, Number and Label Pages w/ Criteria A,B,C,D, Mapping Project and Project Plans, Label w/ learner profile)	Date & # pages Identify Type Research (top of page)
	Collaboration -Working in Groups -Accepting and analyzing others' viewpoints -Negotiating differences with respect	Criteria D: Peer Review Presents an excellent critique of the artwork of self and others . Students not only document communication with peers, but also maintain positive peer, group, and class interactions. 2013-14-(Positive working environment, peer review Equal Distribution of task, progress evaluation of group)	Critiques-prep and communication Clear communication through process
	Communication -Expressing ideas clearly -Awareness of type of medium/audience -Expressive use of Language	Criteria D: giving, receiving and <u>documenting</u> meaningful feedback. Criteria A: Use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. -Read critically and for comprehension (artist interviews, museum/gallery statements) -read a variety of sources for information and pleasure -Paraphrase accurately and concisely -Take effect notes in class (lectures, video, demonstrations) -Organize and depict information logically (artist research in chronological order to show growth and development of artistic intent) (Using proper vocabulary in the classroom environment)	Clear communication in research Articulate ideas and process visually Using appropriate content vocabulary

	Information Literacy Accessing information Selecting and organizing information Referencing	Criteria A: Demonstrate knowledge and understanding of art form studied, including concepts, processes and the use of subject-specific terminology. -collect, record and verify data -make connections between various sources of information. Criteria C: Demonstrate a range and depth of creative-thinking behaviors. -Use critical-literacy skills to analyze and interpret media communications. -create references and citations, use footnotes / endnotes and construct a bibliography according to recognized conventions. (Site Sources and using a variety of appropriate sources, contact and interview with a professional in the area)	Site Sources and using a verity of appropriate sources Contact/interview with a professional in the area
	Reflection Self-Awareness Self-Evaluation	Criteria A, B, C, D -Keep a journal to record reflection Criteria A & B: Develop new skills, techniques and strategies for effective learning Criteria B: develop a feasible, clear, imaginative and coherent artistic intent. -identify strengths and weaknesses of personal learning strategies -demonstrate flexibility in the section and use of learning strategies Criteria D: Construct meaning and transfer learning to new settings. How can I share my skills with peers? Consider ethical, cultural and environmental implications. (Art-Student should engage in an ongoing dialogue in the DW including the development of ideas and their connection to the studio work and critical observation of their art making process.)	
	Thinking Creative thinking	Criteria C: demonstrate a range and depth of creative-thinking behaviors	-Encompassing multiple viewpoint

	<p>Critical thinking Analytical Generating Ideas Planning Identifying problems/Problem Solving Creating novel solutions Applying knowledge</p>	<p><u>Analysis/evaluating issues and ideas</u> -practice observing carefully -gather and organize relevant information to formulate and argument -propose and evaluate a variety of solutions -identify obstacles and challenges</p> <p><u>Generating novel ideas and considering new perspectives</u> -Use brainstorming and visual diagrams to generate new ideas and inquiries -Consider multiple alternatives, including those that might be unlikely or impossible -Create original works and ideas; use existing works and ideas in new ways. (How do you plan/make your piece original and successful? Bring unique ideas and personal aspect into the project and performance)</p>	<p>-Ability to modify and adjust plan based on environment, resources and time -Drama-demonstrate a project plan for performance and show progression -Art-Project plans & media research to create original ideas that can be seen in the final body of work</p>
	<p>Transfer Making connections Inquiring in different contexts</p>	<p>Criteria D: Construct meaning and transfer learning to new settings -apply skills and knowledge in unfamiliar situations -make connections between subject groups and disciplines. -inquire in different contexts to gain a different perspective</p> <p>Criteria D: Create an artistic response which intends to reflect or impact on the world around them. -combine knowledge, understanding and skills to create products or solutions -change context of an inquiry to gain different perspective (Making cultural and global connection through artist and focus research. Connecting knowledge from other subject areas and units.)</p>	<p>Making cultural and global connection through artist and focus research</p>

Notes: