# TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

## 1. Central Focus

a. Describe the central focus and purpose of the content you will teach in the learning segment.

[ ]

b. Given the central focus, describe how the **standards and objectives** within your learning segment support the development of students’ abilities to create, present, **or** respond to visual art by incorporating **at least one** of the following components:

* **interpreting art** (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning)
* **developing works of art/design** (using techniques, methods of experimentation, or investigation)
* **relating art to context** (personal, social, or historical perspectives)

 while providing opportunities for student choice (of content, methods, or styles).

[ ]

c. Explain how your plans **build on each other** to help students create, present, or respond to visual art and deepen their learning by **making meaningful connections** to **at least one** of the following components:

* interpreting art
* developing works of art/design
* relating art to context

while providing opportunities for student choice.

[ ]

## 2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–d), describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. Prior academic learning and/or prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

[ ]

b. Personal and community assets related to the central focus—**What do you know about your students’ everyday experiences, backgrounds, practices, and interests?**

[ ]

c. Physical development or conditions, **if applicable for your learning segment**—What do you know about students’ physical development (e.g., students’ fine- motor skills) or conditions (e.g., attention deficit, processing issues) that will affect instruction for the central focus?

[ ]

d. Visual art dispositions related to the central focus—What do you know about the extent to which your students

* persist in their ability to apply visual arts concepts to create, present, or respond to visual art and
* believe in their ability to learn visual arts?

[ ]

## 3. Supporting Students’ Visual Arts Learning

Respond to the prompts below (3a–c). To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning
Task 1. **In addition, use principles from research or theory to support your justifications.**

a. Justify how your understanding of your students’ prior academic learning and/or prerequisite skills; personal and community assets; and physical development or conditions (if applicable) (from prompts 2a–c above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the component(s) of visual art addressed within the learning tasks and students’ prior academic learning and/or prerequisite skills, their assets, and research/theory.

[ ]

b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs**.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[ ]

c. Describe common errors or misunderstandings within your central focus and how you will address them.

[ ]

## 4. Supporting Visual Arts Development Through Language

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. **Language Function.** Using information about your students’ language assets and needs, identify **one** language function essential for students to learn to create, present, or respond to visual art by incorporating the component(s) within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Analyze | Compare/contrast | Critique | Describe | Interpret | Question |

[ ]

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[ ]

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

* Vocabulary/symbols and/or key phrases
* **Plus** at least one of the following:
* Grammatical structures (syntax)
* Written, visual, or verbal communication

[ ]

d. **Language Development Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

* Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function; vocabulary/symbols and/or key phrases; and grammatical structures [syntax] or written, visual, or verbal communication).

[ ]

## 5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence of students’ abilities to create, present, or respond to visual art and monitor students’ understanding or application of the component(s) you have chosen to address (interpreting art, developing works of art/design, and/or relating art to context) **throughout** the learning segment.

[ ]

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[ ]