



EVENINGS FOR EDUCATORS

LAUSD Non-Accredited Point Project Course

TO RECEIVE ONE SALARY POINT CREDIT

Attend all four sessions (15 hours class time) and develop a satisfactory unit of instruction utilizing a selection of images and content from the Evenings for Educators curriculum and/or LACMA's collection (30 hours outside preparation). At each session, sign in between 4:00–4:30 pm and sign out by 8:30 pm. Participants are asked to sign in and out to verify hours of attendance. NA Course Approval on file with LAUSD.

A UNIT OF INSTRUCTION IS:

A focused line of inquiry that you will present to your students in the classroom. Please type or write the unit on the attached template or create your own document using the same categories and prompts. Include extra pages of notes, maps or sketches, or other relevant research to document your thinking. Units are reviewed by LACMA Education Department staff and must include the following:

- An overarching question inspired by two or more artworks from LACMA's collection.
- At least five related lessons that address the essential question, build upon one another, and scaffold information for students. LACMA defines a lesson as an activity designed to help students learn specific skills or concepts through talking, making, and reflecting.
- Samples of student work (i.e. photographs of students in process, photocopies of student writings or artworks, or photographs of classroom displays).
- An assessment strategy developed and applied to the unit in addition to reflection.

CRITERIA USED TO EVALUATE UNITS ARE:

- Unit theme incorporates two or more artworks from LACMA's collection.
- Lessons facilitate discussion about the artwork(s) and the overarching question.
- Lessons have clear learning objectives; objectives are specific and measurable and are supported by prompts.
- Lessons provide the opportunity for genuine inquiry and individual discovery through discussion, experiential activities, and reflection.
- Lessons are interdisciplinary and address state standards in visual arts, language arts, history-social science, math, or science.
- Lessons are innovative, original, and reflect evidence of time and effort (in unit development, classroom implementation, and assessment).

UNITS ARE DUE JUNE 15, 2018

Submit to: Lara Schilling
Education Department
Los Angeles County Museum of Art
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QUESTIONS ABOUT YOUR SALARY POINT STATUS?

Contact: Ingrid Gunnell
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UNIT OF INSTRUCTION

Name_____	Employee Number_____
Home Address_____	
City_____	State_____ Zip Code_____
Home Phone (_____)_____	Work Phone (_____)_____
E-mail_____	
School Name_____	
Grade Level_____	Subject Area_____

1. **Unit title**_____

2. **Inspiration artworks from LACMA's collection** (add additional lines as needed):

Artist_____ Title_____ Year_____

Artist_____ Title_____ Year_____

Artist_____ Title_____ Year_____

Artist_____ Title_____ Year_____

3. **Get to know the artworks** (add additional lines as needed):

What do you see? What do you notice first? What do you notice after a closer look?

What questions occur to you about the work of art? What are you curious about?

What surrounds this work socially, culturally, historically?

4. **Bridge between artworks and the core curriculum** (add additional lines as needed):

What key ideas about this artwork stand out to you?

What personal or curricular connections does this work of art evoke?

Identify one or more strands from the following standards that best relate to the artwork(s):

Visual arts

Media arts

Language arts

History-social science

5. **Line of Inquiry: a line of inquiry is an open, yet focused question that incorporates concepts found in a specific work of art and is related to the concerns of students. It invites questioning, guides exploration throughout, and serves as the framework for constructing experiential lessons.**

What visual and/or media arts terms will you introduce to students?

What experiential activities are you envisioning?

What key concepts, ideas, and questions unite the artworks you selected?

Focusing on the key concepts and ideas noted above, develop an overarching line of inquiry for the unit:

6. **Lesson Planning:**

How will the five (or more) lessons be divided (daily, weekly, monthly)?

What are the learning objectives? What measurements will you use to check for understanding?

List of supplies including art materials and resources for students:

7. Lesson One – Procedure:

8. Lesson Two – Procedure:

9. Lesson Three – Procedure:

10. Lesson Four – Procedure:

11. Lesson Five – Procedure (Add additional lessons as needed):

12. Assessment:

Did students successfully meet the learning objectives?

Were your measurements reflective of the learning that took place?

From a developmental standpoint, how did the unit meet the needs of your students?

13. Self-Reflection: evaluate the unit’s content, instruction, and assessment.

How did the content resonate with students? What would you add or cut for next time?

How well did the prompts elicit discussion of the artworks and the essential question?

How could you assess the unit differently to more accurately reflect the learning that took place?

What was it like using a line of inquiry to develop your unit and lessons? What did you appreciate about this approach to lesson planning?

14. Attach photographs or photocopies that document a variety of student work. Please do not send the original work.