

Teacher: Jason Kelty

Grade Level: 9-12

Date: 1-20-2020

Content Area: Visual Arts

Unit: Socio-political CARTOON

<p><u>Standards:</u></p> <p>Fine Arts: personal stance on two-sided social topic</p> <p>Exemplary Artists comparing FORM as a method of political commentary</p>	<p><u>Learning Targets Congruent to Standard(s)</u></p> <p>I CAN...identify elements of art</p> <p>I CAN...analyze principles of art</p> <p>I CAN... create visual art (personal social stance)</p>
<p><u>Essential Question:</u></p> <p>What are conventional art processes and products?</p> <p>How does an artist communicate specific intents to a specific audience?</p> <p>How does one create a 3D relief starting with 2D media?</p>	<p><u>Homework Assignments:</u> <u>Due Date:</u></p> <p>Socio-political CARTOON subject with BOTH SIDES of issue sketched. 1-23</p>
<p><u>The Game Plan</u></p> <p>1/20 <TIP-OFF >Practice / Play \$ Final Score < NO SCHOOL ></p> <p>1/21 <TIP-OFF >Practice / Play \$ Final Score >DRAW a political cartoon in sketchbook "Impeach Trump" or "Impeach Trump Not" Assign socio-political cartoon due Friday</p> <p>1/22 <TIP-OFF >Practice / Play \$ Final Score < Clarify: Socio-political Cartoon pro one-sided issue > Examine artists/examples ></p> <p>1/23 <TIP-OFF >Practice / Play \$ Final Score < Historical and unique TEXT artists; Activist Artists >Studio time >Quit Crit "what I would do is..."</p> <p>1/24 <TIP-OFF >Practice / Play \$ Final Score < Nominate MODEL cartoon > Studio time to complete/display</p>	<p><u>Methods of Formative / Summative Assessments (bold):</u></p> <p>Bell Ringer: Warm-up, Questions, Brain Teaser, Provocation, Flashback</p> <p>Exit Slip: Questions/Answers, Sketchbooks/Journals, Notes</p> <p>Oral Questions on content, Product/Performance of content</p> <p>Peer Evaluation: Chart/Discussion with Constructive Criticism, rubric</p> <p>Student Self Evaluation</p> <p>Pre-Test, Quiz, Test, Product</p> <p>Other [describe]:</p> <p><u>Modifications / Accommodations for diverse students:</u></p> <p>Required modifications are provided for students with 504 Plan or other Individual Education Plan (I.E.P.). These may include preferential seating, teacher-generated notes, and additional time to complete tasks, individual prompts, modified tests and instruction, or restatement of instruction. Recorded in Infinite Campus.</p> <p><u>Gifted and Talented differentiation:</u></p> <p>Enrichment opportunities provided in content, in student proposals, advanced professional processes, in authentic personal products.</p>
<p><u>Instructional Methods for "Practice/Play:"</u> direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p><u>Literacy Inclusion:</u> reading, writing, journal, on demand, constructed response, oral presentation</p> <p><u>Unit Vocabulary:</u> socio-political, activism, political cartoon</p> <p><u>College/Career connections:</u> OSHA standards (water only), responsible for non-negotiables, personal/professional products</p>	