

Teacher: Jason Kelty

Grade Level: 9-12

Date: 1-27-2019

Content Area: Ceramics

Unit: NONOBJECTIVE, watercolors, principles of design/elements

<p>Standards:</p> <p>Fine Arts: personal relevance in public spaces</p> <p>Analysis, Creation, professional vocabulary, elements, principles.</p> <p>Exemplary Artists comparing FUNCTION vs FORM</p>	<p>Learning Targets Congruent to Standard(s)</p> <p>I CAN...identify elements of art</p> <p>I CAN...analyze principles of art</p> <p>I CAN... create visual art (personal narrative: TALISMAN)</p>
<p>Essential Question:</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 manage NONOBJECTIVE art for audience?</p>	<p>Homework Assignments: Due Date:</p> <p>SKETCHBOOK illustrate personal FUNCTIONAL and NON-FUNCTIONAL still lives. 8-17-2019</p> <p>(formative assessment Wednesday)</p>
<p>The Game Plan</p> <p><u>1/27 <TIP-OFF >Practice / Play \$ Final Score</u> <discuss SUBJECT MATTER in political cartoons >display POLITICAL CARTOONS; critique PCartoons >assess CARTOON with rubric</p> <p><u>1/28 <TIP-OFF >Practice / Play \$ Final Score</u> >watercolor introduction NONOBJECTIVE subject; CY TWOMBLY, POLLOCK</p> <p><u>1/29 <TIP-OFF >Practice / Play \$ Final Score</u> < watercolor workshop</p> <p><u>1/30 <TIP-OFF >Practice / Play \$ Final Score</u> < watercolor workshop >mid crit</p> <p><u>1/31 <TIP-OFF >Practice / Play \$ Final Score</u> <watercolor due complete</p>	<p>Methods of Formative / Summative Assessments (bold):</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>Modifications / Accommodations for diverse students:</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>Gifted and Talented differentiation:</p> <p>Enrichment opportunities provided in content, in student proposals, advanced professional processes, in authentic personal products.</p>
<p>Instructional Methods for "Practice/Play:": direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p>Literacy Inclusion: reading, writing, journal, on demand, constructed response, oral presentation</p> <p>Unit Vocabulary: ceramics, authentic relevance, elements, principles, studio safety/cleanliness</p> <p>College/Career connections: OSHA standards (water only), responsible for non-negotiables, personal/professional products</p>	

