

Teacher: Jason Kelty

Grade Level: 9-12

Date: 2-17-2020

Content Area: Art (1-4; AP; Draw/Paint)

Unit: Printmaking

<p><b>Standards:</b></p> <p>Conventional and novel incorporation of the Art Elements and Principles of Design</p>	<p><b>Learning Targets Congruent to Standard(s)</b></p> <p>I CAN...understand and enhance a specific space/location for specific purpose</p> <p>I CAN...</p> <p>I CAN...</p>
<p><b>Essential Question:</b></p> <p>What is the visual impact of SYMMETRY / ASYMMETRY?</p> <p>How do I plan and execute personal performance cognizant of professional standards?</p>	<p><b>Homework Assignments: _____ Due Date:</b></p> <p>Site specific public posting planned, executed, documented AUDIENCE reaction. Present findings Friday, 2-21</p>
<p style="text-align: center;"><b><u>THE GAME PLAN</u></b></p> <p>2/17 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score &lt; quiz COLOR concepts &gt; examine site-specific conceptual art; preview printmaking duplicity. #</p> <p>2/18 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score &lt; print ink demo &gt;sketch SITE SPECIFIC subject/purpose #</p> <p>2/19 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score &lt; cleanup review &gt; printmake 2 or more forms #</p> <p>2/20 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score &lt; &gt;finalize prints; confirm final form # install/doc final form by Friday for extra credit</p> <p>2/21 &lt;Ballringer &gt;<b>Practice / Play</b> \$ Final Score &lt; &gt; install final form #</p>	<p><b>Methods of Formative / Summative Assessments (bold):</b></p> <p>Bell Ringer: Warm-up, Questions, Brain Teaser, Provocation, Flashback Exit Slip: Questions/Answers, Sketchbooks/Journals, Notes Oral Questions on content, Product/Performance of content Peer Evaluation: Chart/Discussion with Constructive Criticism, rubric Student Self Evaluation Pre-Test, Quiz, Test, Product Other [describe]:</p> <p><b>Modifications / Accommodations for diverse students:</b></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><b>Gifted and Talented differentiation:</b></p> <p>Enrichment opportunities provided in content, in student proposals, advanced professional processes, in authentic personal products.</p>
<p><b>Instructional Methods for "Practice/Play:":</b> direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p><b>Literacy Inclusion:</b> reading, writing, journal, on demand, constructed response, oral presentation</p> <p><b>Unit Vocabulary:</b></p> <p><b>College/Career connections:</b></p>	