

Teacher: Jason Kelty

Grade Level: 9-12

Date: 2-24-2020

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

Unit: Printmaking/Site Specific

<p>Standards:</p> <p>Conventional and novel incorporation of the Art Elements and Principles of Design</p>	<p>Learning Targets Congruent to Standard(s)</p> <p>I CAN...understand and enhance a specific space/location for specific purpose</p> <p>I CAN...adequately document art in site</p> <p>I CAN...</p>
<p>Essential Question:</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>Homework Assignments: _____ Due Date:</p> <p>Site specific public posting planned, executed, documented AUDIENCE reaction. Present findings Friday, 2-26</p>
<p style="text-align: center;"><u>THE GAME PLAN</u></p> <p><u>2/24 <Ballringer >Practice / Play \$ Final Score</u> < quiz COLOR concepts IN SKETCHBOOK (6 piece pie) > examine site-specific BEHS conceptual art; review individual sites #</p> <p><u>2/25 <Ballringer >Practice / Play \$ Final Score</u> < TESTING > #</p> <p><u>2/26 <Ballringer >Practice / Play \$ Final Score</u> < submit panel designs > crit individual sites #</p> <p><u>2/27 <Ballringer >Practice / Play \$ Final Score</u> < >finalize indiv. sites; vote on panel plans # install/doc final form by Friday for extra credit</p> <p><u>2/28 <Ballringer >Practice / Play \$ Final Score</u> < > share individual sites #</p>	<p>Methods of Formative / Summative Assessments (bold):</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>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:</p> <p>College/Career connections:</p>	