

Teacher: Jason Kelty

Grade Level: 12

Date: 8-12-2019

Content Area: Visual Arts

Unit: PERSONAL subject matter, CLAY, TALISMAN

<p><b><u>Standards:</u></b></p> <p><b>Fine Arts: personal relevance</b></p> <p><b>Analysis, Creation, professional vocabulary, elements, principles.</b></p>	<p><b><u>Learning Targets Congruent to Standard(s)</u></b></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><b><u>Essential Question:</u></b></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 biographical TALISMAN?</p>	<p><b><u>Homework Assignments:</u></b> <span style="float: right;"><b><u>Due Date:</u></b></span></p> <p>Procure a personal SKETCHBOOK <span style="float: right;">8-14-2019</span></p>
<p><b><u>The Game Plan</u></b></p> <p>8/12 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; With what would I like to succeed? (four different 'TITLES') &gt;Thumbnail sketch four different topics; Two detailed views of the final choice for a TALISMAN \$ Peer crit and/or color notes</p> <p>8/13 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &gt;PROFESSIONAL Studio SET-UP for CERAMICS</p> <p>8/14 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; After a peer critique, confirm teacher approval &gt;Begin crafting a ceramic TALISMAN due by Friday \$ Include multiple layers of representation</p> <p>8/15 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; Historical and unique TALISMAN examples &gt;Small groups identified by similar authentic pursuits \$ final textures on TALISMAN</p> <p>8/16 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt;Write accurate TITLE for TALISMAN &gt;Paragraph description on paper folded for presentation</p>	<p><b><u>Methods of Formative / Summative Assessments (bold):</u></b></p> <p><b>Bell Ringer:</b> Warm-up, Questions, Brain Teaser, Provocation, <b>Flashback</b> Exit Slip: <b>Questions/Answers</b>, Sketchbooks/Journals, Notes Oral Questions on content, <b>Product/Performance</b> of content Peer Evaluation: Chart/Discussion with Constructive Criticism, rubric</p> <p><b>Student Self Evaluation</b></p> <p>Pre-Test, Quiz, Test, Product Other [describe]:</p> <p><b><u>Modifications / Accommodations for diverse students:</u></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><u>Gifted and Talented differentiation:</u></b></p> <p>Enrichment opportunities provided in content, in student proposals, advanced professional processes, in authentic personal products.</p>
<p><b><u>Instructional Methods for "Practice/Play:"</u></b> direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p><b><u>Literacy Inclusion:</u></b> reading, writing, journal, on demand, constructed response, oral presentation</p> <p><b><u>Unit Vocabulary:</u></b> ceramics, authentic relevance, elements, principles, studio safety/cleanliness</p> <p><b><u>College/Career connections:</u></b> OSHA standards (water only), responsible for non-negotiables, personal/professional products</p>	