

Teacher: Jason Kelty

Grade Level: 12

Date: 8-12-2019

Content Area: Ceramics

Unit: PERSONAL subject matter, CLAY, TALISMAN

<p><u>Standards:</u></p> <p>Fine Arts: personal relevance</p> <p>Analysis, Creation, professional vocabulary, elements, principles.</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 narrative: TALISMAN)</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 biographical TALISMAN?</p>	<p><u>Homework Assignments:</u> <u>Due Date:</u></p> <p>Procure a personal SKETCHBOOK 8-14-2019</p>
<p><u>The Game Plan</u></p> <p>8/12 <u><TIP-OFF >Practice / Play \$ Final Score</u> < With what would I like to succeed? (four different 'TITLES') >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 <u><TIP-OFF >Practice / Play \$ Final Score</u> >PROFESSIONAL Studio SET-UP for CERAMICS</p> <p>8/14 <u><TIP-OFF >Practice / Play \$ Final Score</u> < After a peer critique, confirm teacher approval >Begin crafting a ceramic TALISMAN due by Friday \$ Include multiple layers of representation</p> <p>8/15 <u><TIP-OFF >Practice / Play \$ Final Score</u> < Historical and unique TALISMAN examples >Small groups identified by similar authentic pursuits \$ final textures on TALISMAN</p> <p>8/16 <u><TIP-OFF >Practice / Play \$ Final Score</u> <Write accurate TITLE for TALISMAN >Paragraph description on paper folded for presentation</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> ceramics, authentic relevance, elements, principles, studio safety/cleanliness</p> <p><u>College/Career connections:</u> OSHA standards (water only), responsible for non-negotiables, personal/professional products</p>	