

Teacher: Jason Kelty

Grade Level: 9-12

Date: 8-19-2019

Content Area: Ceramics

Unit: PERSONAL 3D with like objects, public letters, 2D-3D relief

<p><b><u>Standards:</u></b></p> <p><b>Fine Arts: personal relevance in public spaces</b></p> <p><b>Analysis, Creation, professional vocabulary, elements, principles.</b></p> <p><b>Exemplary Artists comparing FUNCTION vs FORM</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 relief starting with 2D media?</p>	<p><b><u>Homework Assignments:</u></b> <span style="float: right;"><b><u>Due Date:</u></b></span></p> <p>SKETCHBOOK illustrate personal FUNCTIONAL and NON-FUNCTIONAL still lives. <span style="float: right;">8-17-2019</span></p> <p>(formative assessment Wednesday)</p>
<p><b><u>The Game Plan</u></b></p> <p>8/19 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; What is a community cultural message for a public space? &gt;Thumbnail sketch four versions of one letter then manipulate paper-like media to create a 3D letter (3x6 to 6x12) \$ 30 like media approaches (only use collaborative media)</p> <p>8/20 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &gt;PROFESSIONAL Studio SET-UP for CERAMICS and FINAL LETTER installation</p> <p>8/21 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; Share 30 like media and visualize a combination by dry stack &gt;30 mixed plan; warped 3D tile plan &gt;Advanced design TINY GIANTS for lobby/library installation \$ Include multiple layers of representation</p> <p>8/22 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; Historical and unique TEXT artists; Installation artists &gt;Assemble 30 mixed media; assemble clay 3D tile \$ final textures on TALISMAN</p> <p>8/23 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt;Write accurate TITLE assemblage; critique &gt;Handout vocabulary exercises: Sketchbook illustrate all by next Wednesday</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></p> <p>Exit Slip: <b>Questions/Answers</b>, Sketchbooks/Journals, Notes</p> <p>Oral Questions on content, <b>Product/Performance</b> of content</p> <p>Peer Evaluation: Chart/Discussion with Constructive Criticism, rubric</p> <p><b>Student Self Evaluation</b></p> <p>Pre-Test, Quiz, Test, Product</p> <p>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>	

