

lesson plan - HAVPA

Teacher: Jason Kelty

Grade Level: 12

Date: 8-20-2018

Content Area: HAVPA

Unit: Art vocabulary (elements, principles); subject matter, styles

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| <p><u>Standards:</u></p> <p>Fine Arts</p> <p>Analysis, Creation, 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...experience creating visual art</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 are art elements harnessed for specific audience impact?</p> | <p><u>Homework Assignments:</u> <u>Due Date:</u></p> <p>Identify a relatable visual artist 8-22</p> |
| <p><u>The Game Plan</u></p> <p>8/20 <Tip Off >Practice / Play \$ Final Score Examine CD bands for fav Submit CD crib Sketch your Artist name using ALL Elements of art</p> <p>8/21 <Tip Off >Practice / Play \$ Final Score Crit Warhol, Goldsworthy, Koons, DaVinci Explore Self-Portrait songs (literal, figurative) Distinguish subject matter</p> <p>8/22 <Tip Off >Practice / Play \$ Final Score Art in house song requests at event Summarize traits of an historical style (stage a snapshot of a pinnacle piece of representative art)</p> <p>8/23 <Top Off >Practice / Play \$ Final Score Exemplary Principles (CD) teacher crib Small Groups explain PRINCIPLE in selected music</p> <p>8/24 <Tip Off >Practice / Play \$ Final Score Exemplary Principles (Memes) new meme text Critique another group's CD design</p> | <p><u>Methods of Formative / Summative Assessments (bold):</u></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</p> <p>Peer Evaluation: Chart/Discussion with Constructive Criticism, rubric</p> <p><u>Student Self Evaluation</u></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> tabula rasa, authentic, college/career ready</p> <p><u>College/Career connections:</u> OSHA standards (water only), responsible for non-negotiables, authentic personal products</p> | |

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