

Teacher: Jason Kelty

Grade Level: 9-12

Date: 8-26-2019

Content Area: Art/ceramics

Unit: PERSONAL 3D with like objects, public letters, clay slab

<p><b>Standards:</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>Learning Targets Congruent to Standard(s)</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>Essential Question:</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>What are art ELEMENTS and PRINCIPLES OF DESIGN</p>	<p><b>Homework Assignments: Due Date:</b></p> <p>SKETCHBOOK illustrate personal FUNCTIONAL and NON-FUNCTIONAL still lives. 8-17-2019</p> <p>(formative assessment Wednesday)</p>
<p><b>The Game Plan</b></p> <p>8/26 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; What is a community cultural message for a public space? &gt;Critique completed 30x30 using vocabulary \$Bring an object for Wednesday’s sketching STILL LIFE</p> <p>8/27 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &gt;PROFESSIONAL Studio SET-UP for all arts &gt;Craft final letters for display cabinet ART CLUB preview</p> <p>8/28 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; Subject matters &gt;Sketch an object &gt;Advanced design TINY GIANTS for lobby/library installation \$ Include multiple layers of representation</p> <p>8/29 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; Self-portrait artists &gt;sketch portraits via multiple methods \$Load kiln</p> <p>8/30 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt;landscapes &gt;sketch a landscape from a photo \$Fire kiln</p>	<p><b>Methods of Formative / Summative Assessments (bold):</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>Modifications / Accommodations for diverse students:</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>Gifted and Talented differentiation:</b></p> <p>Enrichment opportunities provided in content, in student proposals, advanced professional processes, in authentic personal products.</p>
<p><b>Instructional Methods for “Practice/Play:”:</b> direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p><b>Literacy Inclusion:</b> reading, writing, journal, on demand, constructed response, oral presentation</p> <p><b>Unit Vocabulary:</b> ceramics, authentic relevance, elements, principles, studio safety/cleanliness</p> <p><b>College/Career connections:</b> OSHA standards (water only), responsible for non-negotiables, personal/professional products</p>	

