

lesson plan - HAVPA

Teacher: Jason Kelty

Grade Level: 12

Date: 8-27-2018

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>Summarize an historic Art Style 8-29</p> <p>Select a Self-Portrait Song (literal and figurative). 9-3</p> |
| <p><u>The Game Plan</u></p> <p>8/27 <Tip Off >Practice / Play \$ Final Score Examine artist, write critique Contemporize a famous artwork (last Supper)</p> <p>8/28 <Tip Off >Practice / Play \$ Final Score Crit artist's of STYLES. choose historical style Explore Self-Portrait songs (literal, figurative) Distinguish subject matter</p> <p>8/29 <Tip Off >Practice / Play \$ Final Score Intro subjects, processes, styles personal song requests Summarize traits of an historical style (stage a snapshot of a pinnacle piece of representative art)</p> <p>8/30 <Top Off >Practice / Play \$ Final Score Exemplary Principles (CD) teacher crib Summarize traits of an historical style (stage a snapshot of a pinnacle piece of representative art)</p> <p>8/31 <Tip Off >Practice / Play \$ Final Score Exemplary Principles (Memes) Self-Portrait Song Quiz over Principles, Styles, Subjects, Processes</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 Peer Evaluation: Chart/Discussion with Constructive Criticism, rubric</p> <p><u>Student Self Evaluation</u></p> <p>Pre-Test, Quiz, Test, Product 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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