

lesson plan - HAVPA

Teacher: Jason Kelty

Grade Level: 12

Date: 9-10-2018

Content Area: HAVPA

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

<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...identify historical significance of architecture</p>
<p><u>Essential Question:</u></p> <p>What are conventional art processes and products?</p> <p>How does architecture 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 9-7</p> <p>Select a Self-Portrait Song (literal and figurative). 9-10</p>
<p><u>The Game Plan</u></p> <p>9/10 <Tip Off >Practice / Play \$ Final Score <i>watch video of Falling Water, Frank Lloyd Wright, and not its significance</i></p> <p>9/11 <Tip Off >Practice / Play \$ Final Score <i>Watch Top 10 Architecture examples</i></p> <p>9/12 <Tip Off >Practice / Play \$ Final Score Revisit role of Architecture (FUNCTION) <i><GROUP according to ARCHITECTURE CHOICES>; functional vs non-functional aspects, evaluate purpose of building and research concurrent artworks from culture, time period</i></p> <p>9/13 <Top Off >Practice / Play \$ Final Score Research time on concurrent Arts, Architecture <i><Art elements and principles test</i></p> <p>9/14 <Tip Off >Practice / Play \$ Final Score Exemplary Principles (Memes) <i>Self-Portrait Song</i> <i><submit notes on Architecture and concurrent arts</i></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><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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