

Teacher: Jason Kelty

Grade Level: 9-12

Date: 9-16-2019

Content Area: Art/ceramics

Unit: 3D cardboard additive (Lil Giants;) clay COILS

<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>What are art ELEMENTS and PRINCIPLES OF DESIGN</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>9-16 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; Cardboard components (tear 2-3 inch pieces;) Drawings of Lil Giants with one or more PROPS &gt;Coil process for CERAMICS</p> <p>9-17 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &gt;Crit Lil Giant design; Demo. assembly process with glue &gt; Design coil piece or participate in cardboard Lil Giant</p> <p>9-18 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &gt;Advanced design One Large Giant for lobby/library \$ Include context of representation &gt; Clay/cardboard assembly</p> <p>9-19 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt; Assemble Lil Giants &gt;Clay/cardboard assembly</p> <p>9-20 &lt;TIP-OFF &gt;Practice / Play \$ Final Score &lt;sketchbook check &gt;Complete Lil Giants cardboard sculptures \$Fire kiln</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> additive arts, cardboard assemblage, clay coil, installation, gesture</p>	

