

Teacher: Jason Kelty

Grade Level: 9-12

Date: 9-23-2019

Content Area: Art/ceramics

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

<p><u>Standards:</u></p> <p>Fine Arts: personal relevance in public spaces</p> <p>Analysis, Creation, professional vocabulary, elements, principles.</p> <p>Exemplary Artists comparing FUNCTION vs FORM</p>	<p><u>Learning Targets Congruent to Standard(s)</u></p> <p>I CAN...employ elements of art and principles of design in personal art</p> <p>I CAN... create visual art for an AUDIENCE (Academic Showcase)</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>What are art ELEMENTS and PRINCIPLES OF DESIGN</p>	<p><u>Homework Assignments:</u> <u>Due Date:</u></p> <p>SKETCHBOOK illustrate personal FUNCTIONAL and NON-FUNCTIONAL still lives. 8-17-2019</p> <p>(formative assessment Wednesday)</p>
<p><u>The Game Plan</u></p> <p>9-23 <TIP-OFF >Practice / Play \$ Final Score < Cardboard components assemblage/Clay glazing for ACADEMIC SHOWCASE >Cardboard process for art/Coil process for CERAMICS</p> <p>9-24 <TIP-OFF >Practice / Play \$ Final Score >continue Academic Showcase prep</p> <p>9-25 <TIP-OFF >Practice / Play \$ Final Score >continue Academic Showcase prep ></p> <p>9-26 <TIP-OFF >Practice / Play \$ Final Score < continue Academic Showcase prep Display all art in LIBRARY >exhibitions in Kentucky opportunities</p> <p>9-27 <TIP-OFF >Practice / Play \$ Final Score <critique Academic Showcase exhibit > \$Fire kiln</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>Student Self Evaluation</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> ceramics, authentic relevance, elements, principles, studio safety/cleanliness</p> <p><u>College/Career connections:</u> additive arts, cardboard assemblage, clay coil, installation, gesture</p>	

