

lesson plan - HAVPA

Teacher: Jason Kelty

Grade Level: 12

Date: 9-24-2018

Content Area: HAVPA

Unit: Art HISTORY; subject matter, styles

<p><b><u>Standards:</u></b></p> <p><b>Fine Arts</b></p> <p><b>Analysis, Creation, elements, principles.</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...identify historical significance of architecture</p>
<p><b><u>Essential Question:</u></b></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><b><u>Homework Assignments:</u></b> <span style="float: right;"><b><u>Due Date:</u></b></span></p> <p>Summarize an historic Art Style <span style="float: right;">9-25</span></p> <p>Select a Self-Portrait Song (literal and figurative). <span style="float: right;">9-28</span></p>
<p><b><u>The Game Plan</u></b></p> <p>9/24 &lt;Tip Off &gt;Practice / Play \$ Final Score &gt;review PRINCIPLES OF DESIGN &gt;study class-wide slide show</p> <p>9/25 &lt;Tip Off &gt;Practice / Play \$ Final Score &gt; Highlight Slide Show patterns</p> <p>9/26 &lt;Tip Off &gt;Practice / Play \$ Final Score &gt;review major art concepts &lt;Art History TEST</p> <p>9/27 &lt;Top Off &gt;Practice / Play \$ Final Score &amp;Self-Portrait song preview &lt;PREVIEW music Unit</p> <p>9/28 &lt;Tip Off &gt;Practice / Play \$ Final Score &gt;model Self-Portrait Song &lt;demonstrate major MUSIC elements</p>	<p><b><u>Methods of Formative / Summative Assessments (bold):</u></b></p> <p>Bell Ringer: 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, Product/Performance 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> tabula rasa, authentic, college/career ready</p> <p><b><u>College/Career connections:</u></b> OSHA standards (water only), responsible for non-negotiables, authentic personal products</p>	

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