

lesson plan - HAVPA

Teacher: Jason Kelty

Grade Level: 12

Date: 9-3-2018

Content Area: HAVPA

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

<p><b><u>Standards:</u></b></p> <p>Fine Arts</p> <p>Analysis, Creation, elements, principles.</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...experience creating visual art</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>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;">9-7</span></p> <p>Select a Self-Portrait Song (literal and figurative). <span style="float: right;">9-10</span></p>
<p><b><u>The Game Plan</u></b></p> <p>9/3 &lt;Tip Off &gt;Practice / Play \$ Final Score NO SCHOOL</p> <p>9/4 &lt;Tip Off &gt;Practice / Play \$ Final Score NO SCHOOL</p> <p>9/5 &lt;Tip Off &gt;Practice / Play \$ Final Score Intro subjects, processes, styles personal song requests &lt;GROUP according to Art Subjects (portrait, still life, landscape, nonobjective); functional vs nonfunctional</p> <p>9/6 &lt;Top Off &gt;Practice / Play \$ Final Score Exemplary Principles (CD) teacher crib &lt;Art elements and principles test</p> <p>9/7 &lt;Tip Off &gt;Practice / Play \$ Final Score Exemplary Principles (Memes) Self-Portrait Song &lt;Design a space as architecture, function with index card</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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