

Teacher: Daughety	Subject: ART-	Grade: 6, 7, 8	Date: April 23-27
<p>CLASSROOM MANAGEMENT</p> <p>VIDEO AND QUESTIONS</p> <p>Period Time Loc.8:40-8:50</p> <p>8:50-9:45 9:49-10:44 10:48-11:43</p> <p>11:47-1:25</p> <p>1:30-2:35 2:40-3:50 Lockers</p>	<p><b>VIDEO - APPLIED DIFFERENTIATION MAP</b></p> <p><a href="https://www.pd360.com/#resources/videos/819">https://www.pd360.com/#resources/videos/819</a></p> <p><b>WHERE TO BEGIN</b> <b>STANDARDS – Essential Curriculum Elements</b></p> <p>STANDARDS VISUAL ARTS - CREATING <b>VA6.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ol style="list-style-type: none"> <li>Visualize new ideas by using mental and visual imagery.</li> <li>Explore essential questions, big ideas, and/or themes in personally relevant ways.</li> <li>Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</li> <li>Formulate and compose a series of ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).</li> <li>Document process (e.g. journal-keeping, sketches, brainstorming lists).</li> </ol> <p>STANDARDS VISUAL ARTS - RESPONDING <b>VA8.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ol style="list-style-type: none"> <li>Interpret how the issues of time, place, and culture are reflected in selected works of art.</li> <li>Interpret and critique works of art considering themes, ideas, moods, and/or intentions.</li> <li>Analyze where and how we encounter images in our daily lives and how images influence our view of the world.</li> </ol> <p><b>THE STUDENT SHOULD –</b></p> <p>Know – How to express their dream of a summer vacation or favorite thing this summer. Imaginary or real. Students are to draw a picture of a cellular device with a hand or fingers touching it. OR your favorite thing if you don't do cellular. On the device and in the background is a picture of their choosing.</p> <p>SUGGESTED IMAGE – What you may do, or would like to do on your summer vacation. Anything they are interested in is in the interpretation range of the lesson. Black and white pencil drawings with shadowing and value of at least 5 shades or tints. Color the image on the cellular device with color pencils so you can show value.</p> <p>Understand – (beginning) Value, shadowing, value scale, shape, line, focal point (advanced) foreground middle ground, background, space, receding planes or layers, hands drawn without tracing.</p> <p>Many visuals provided.</p> <p>Be able to – Create a work of art with 5 values showing moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</p> <p><b>ARTIST IN HISTORY:</b> MC Escher and his self portrait of globe and hand. (visual provided) German graphic artist most know for his amazing black and white images</p>		



WHAT (is differentiated)

Content: (the students own story of what is on their phone or in the background.

Process: (some decided to use color pencil on everything, others draw only the device, others, use markers on coloring the device)

Product: 12x18 student work of art, vertical or horizontal. Some who started late use a 8.5x11 paper

WHAT(are students needs)

Readiness: Work sheets to practice value scales and shapes. Students produce different ability levels, this is repeat and review from the first of the year. Repetition in different ways throughout the year.

Interest: They all love their cell phones and vacations

Learning profile: Students of all abilities create and work at their own speed and ability. Scaffolding by abilities on shadowing and composition since the first of the year. Most have progressed quite well.

Grouping: most are allowed to sit with their friends as long as they can stay on task.

New seating arrangement when we get back in the classroom (relocated to cafeteria during testing)

## LEARNING TARGETS

New classroom procedures for the make shift classroom during texting (cafeteria)

1. "ART DO NOW "pickup place
2. Practice classroom procedures.
3. Vocabulary sheet M-F (each student has a sheet to be kept in their folder)
4. Value shadowing in black and white

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

<b>Warm up and OPENING</b>	ART "DO NOW"  Key words and vocabulary M-F  Practice procedures	ART "DO NOW"  Key words and vocabulary M-F Practice procedures	ART "DO NOW"  Key words and vocabulary M-F Practice procedures	ART "DO NOW"  Key words and vocabulary M-F Practice procedures	ART "DO NOW"  Key words and vocabulary M-F Practice procedures
<b>WORK SESSION</b>	Finish Cell Phone project and other related work sheets.	Finish Cell Phone project and other related work sheets.  Students may begin presenting Advertisement Project	NEW PROJECT	NEW PROJECT	NEW PROJECT
<b>CLOSING</b>	Cleanup and putting their work in their folders. Exiting the class	Cleanup and putting their work in their folders. Exiting the class	Cleanup and putting their work in their folders. Exiting the class	Cleanup and putting their work in their folders. Exiting the class	Cleanup and putting their work in their folders. Exiting the class