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| **Daily Agenda** | **Mon/ 26**  **Testing 1-4th** | **Tues/ Sept 27** | | **Wed/ Sept 28** | **Thurs/ Sept 29**  **Ms. Galloway** | | **Fri/ Sept 30** |
| **Unit Vocabulary:** elements, line, shape, form, color, value, texture, space, principles, rhythm, pattern, balance, emphasis, unity, variety, proportion, artist trading cards  **This Week’s Learning Target:** Students will use their understanding of applying the principles to CREATE unique artist trading cards (miniature works of art). | | | | | | | |
| **4.1 Core Content**  **Program review** | Analyze and evaluate the principles used in a work of art  Dem 3 Teachers implement instructional strategies that provide quality experiences, a variety of activities, and access for all students. (Provide models of exemplary artistic products.) | | | | | | |
| **Instructional Practices** | Ppt on trading cards  Ppt on elements and principles |  |  | | |  |  |
| **Activities/ Assignments** | Ppts with notetaking  Studio time | Studio time | Studio time | | | Studio time | Critique/Evaluation  Self reflection  Trading cards with each other |
| **Exit** | Why are the artist trading cards a suitable format for illustrating principles? | Which element of art do you rely on the most in understanding the principles? | Do you think creating multiples of original art is any different or more valuable than making . . . photocopies or taking a picture? | | | Which trading card have you spotted that you would like to trade with someone?  Why? And do you think your cards are worthy of trading? | Some students like to keep everything they make. Why do you think trading artwork could be a valuable growth tool for these students? |
| **Homework** | Students should be working on AP portfolio work consistently after class time |  |  | | |  |  |
| **Accommodations** | Less choices  Lower # of products required  Choice in subject  More time |  |  | | |  |  |
| **Assessment:**  F-formative  S-summative | progress check  student reflection  group critique when completed |  |  | | |  |  |