**Fine Arts Department Lesson Plan**

**Teacher: Cathy Russell Grade Level: 9-12 Date(s): Aug.9-11, 2017**

**Content Area: Art 2**

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| **Standards:**  **VA:Cr1.1.Ia: Use multiple approaches to begin creative endeavors.** | **Student Friendly Learning Targets Congruent to Standard(s):**  **I CAN…create a design on my portfolio.** |
| **Essential Question:**  1. How do artists work? | **Homework Assignments: Due Date:**   |  |  | | --- | --- | | Sketchbook assignment: |  | |  |  | |  |  | |  |  | |  |  | |
| **Lesson Strategies and Activities:**   |  |  |  |  | | --- | --- | --- | --- | | Mon  8/8 | Warm-up |  | Exit Slip | | Tues 8/9 | Warm-up | Opening Day | Exit Slip | | Wed  8/10 | Warm-up  Tell me 5 things about yourself. | Direct Instr./Hands-on syllabus/blind contour  drawings | Exit Slip | | Thurs  8/11 | Warm-up  Draw a blind contour | Direct instr./Hands-on  Drills/RR pass/rules  Make paper portfolio | Exit Slip | | Fri  8/12 | Warm-up  Draw a zentangle | Direct instr./Hands-on  Design portfolio with name in graffiti. Design around it. | Exit Slip | | **Methods of Formative / Summative Assessments (in bold):**  Bell Ringer: Warm-up, Questions, Brain Teaser, Provocation, Flashback  Exit Slip: Questions/Answers, Sketchbooks, Journals, Notes  Oral Questions on \_\_\_\_\_ , Presentation/Performance of \_\_\_\_\_  Peer Evaluation: Chart/Discussion with Constructive Criticism  Student Self Evaluation, Journal, Sketchbook, or Creative Notes  Pre-Test, Quiz, Test, Product  Other [describe]:  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  **Modifications / Accommodations for Students with**  **identified disabilities:**  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.  **Gifted and Talented differentiation:**  Enrichment opportunities provided in processes, in products, and/or in content. Recorded in Infinite Campus. |
| **Instructional Method/Delivery** (designated above): Direct Instruction, Teacher Feedback, Guided Discussion, Demonstration, Hands-on, Workshop Model, AV/Technology, Partners, Small Group, Rehearsal, Student, Other (described)  **Literacy Inclusion** (designated above): Reading, Writing, Journal, On Demand, Constructed Response, Oral Presentation  **Unit Vocabulary: Expectations, blind contour, graffiti, Zentangles, original ideas** | |