**Fine Arts Department Lesson Plan**

**Teacher: Cathy Russell Grade Level: 9-12 Date(s): Aug.14-18, 2017**

**Content Area: Drawing and Painting**

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| **Content 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.**  **I CAN,,,create a landscape.** |
| **Essential Question:**  1. How do artists work? | **Homework Assignments: Due Date:**   |  |  | | --- | --- | | Sketchbook assignment #1: 10 thumbnails of Zentangles on one page. | 8/21 | |  |  | |  |  | |  |  | |  |  | |
| **Lesson Strategies and Activities:**   |  |  |  |  | | --- | --- | --- | --- | | Mon  8/14 | Warm-up  Sketch a zentangle | Hands-on  Work on paper Portfolio design. | Exit Slip | | Tues 8/15 | Warm-up  Sketch a  Zentangle  you used. | Hands-on  Work on paper portfolio design | Exit Slip | | Wed  8/16 | Warm-up  Sketch a tree | Direct Instr./Hands-on  See film clips and take notes on composition,  And landscapes. | Exit Slip | | Thurs  8/17 | Warm-up  Sketch 2 clouds | Direct instr./Hands-on  See film clips on how to draw mountains, rocks, clouds. | Exit Slip | | Fri  8/18 | Warm-up  Sketch a boulder. | Direct instr./Hands-on  See film clips and take notes on how to draw trees, etc, | 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, graffiti, Zentangles, original ideas, landscape,** | |