**Fine Arts Department Lesson Plan**

**Teacher: Cathy Russell Grade Level: 9-12 Date(s): Sept.4-8, 2017**

**Content Area: Drawing and Painting**

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| **VA:Cr3.1.Ia: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.** | **Student Friendly Learning Targets Congruent to Standard(s):**  **I CAN…create and paint a landscape.** |
| **Essential Question:**  How do artists create landscapes?  How do artists use watercolors? | **Homework Assignments: Due Date:**   |  |  | | --- | --- | | Sketchbook assignment #4: Sketch 10 thumbnail sketches on one page: Your choice |  | |  |  | |  |  | |  |  | |  |  | |
| **Lesson Strategies and Activities:**   |  |  |  |  | | --- | --- | --- | --- | | Mon.  9/4 | Warm-up | No School  Labor Day | Exit Slip | | Tues  9/5 | Warm-up | Teacher Planning Day | Exit Slip | | Wed  9/6 | Warm-up  Draw and shade a sphere. | Direct Instr/Hands-on  Draw 4 realistic landscapes that have a foreground, middleground and a background | Exit Slip | | Thurs  9/7 | Warm-up  Draw and shade a cylinder | Hands-on  Discuss with Mrs.Russell which landscape you choose and draw it. | Exit Slip | | Fri  9/8 | Warm-up  Draw and shade a cube. | Hands-on  Start painting your landscape with watercolor. | 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: shade, sphere, cylinder, cube, landscape, foreground, middleground and background** | |