**Fine Arts Department Lesson Plan**

**Teacher: Cathy Russell Grade Level: 9-12 Date(s): Jan.2-6, 2017**

**Content Area: Drawing and Painting**

|  |  |
| --- | --- |
| **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.** |
| **Essential Question:**1. How do artists work? | **Homework Assignments: Due Date:**

|  |  |
| --- | --- |
| Sketchbook assignment :  |  |
|  |  |
|  |  |
|  |  |
|  |  |

 |
| **Lesson Strategies and Activities:**

|  |  |  |  |
| --- | --- | --- | --- |
| Mon1/2 | Warm-up | Teacher Planning Day | Exit Slip |
| Tues 1/3 | Warm-up | Teacher Planning Day | Exit Slip |
| Wed1/4 | Warm-up | Direct InstructionDraw any design on your cover for a portfolio. | Exit Slip |
| Thurs1/5 | Warm-up | Snow Day | Exit Slip |
| Fri1/6 | Warm-up | Snow Day | 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 CriticismStudent Self Evaluation, Journal, Sketchbook, or Creative NotesPre-Test, Quiz, Test, ProductOther [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, portfolio** |