**Fine Arts Department Lesson Plan**

**Teacher: Cathy Russell Grade Level: 9-12 Date(s): Mar.20-24, 2017**

**Content Area: Drawing and Painting**

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| **Content Standards:**  **VA:Cr1.2.Ia: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design** | **Student Friendly Learning Targets Congruent to Standard(s):**  **I CAN…draw aspects of present-day life using step by step drawings.** |
| **Essential Question:**  How do we learn to draw using step by step tutorials with a book (teacher directed)? | **Homework Assignments: Due Date:**   |  |  | | --- | --- | | Sketchbook assignment #: |  | |  |  | |  |  | |  |  | |  |  | |
| **Lesson Strategies and Activities:**   |  |  |  |  | | --- | --- | --- | --- | | Mon.  3/20 | Warm-up | Teacher Planning Day | Exit Slip | | Tues  3/21 | Warm-up | ACT Testing | Exit Slip | | Wed  3/22 | Warm-up  Draw a turtle. | Direct Inst./Hands-on  Drawing step-by-step  10 thumbnail sketches | Exit Slip | | Thurs  3/23 | Warm-up  Draw a bubblegum machine. | Direct Inst./Hands-on  Drawing step-by-step  10 thumbnail sketches | Exit Slip | | Fri  3/24 | Warm-up  Draw a koala bear. | Direct Inst./Hands-on  Drawing step-by-step  10 thumbnail sketches | 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: thumbnail sketches, step-by-step** | |