**Fine Arts Department Lesson Plan**

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

**Content Area: Drawing and Painting**

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| **Content Standards:**  **VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas.** | **Student Friendly Learning Targets Congruent to Standard(s):**  **I CAN…use the step by step on the internet as a begining to learn to follow step by step drawings in books.**  **I CAN... use step-by-step in books to draw on my own.** |
| **Essential Question:**  How does art preserve aspects of life? | **Homework Assignments: Due Date:**   |  |  | | --- | --- | | Sketchbook assignment #1: |  | |  |  | |  |  | |  |  | |  |  | |
| **Lesson Strategies and Activities:**   |  |  |  |  | | --- | --- | --- | --- | | Mon.  5/8 | Warm-up  Draw a bear. | Direct Inst./Hands-on  Draw from drawing book pictures w/red lines as the next line to draw. | Exit Slip | | Tues  5/9 | Warm-up  Draw a rocket. | Direct Inst./Hands-on  Draw from drawing book pictures w/red lines as the next line to draw. | Exit Slip | | Wed  5/1 | Warm-up | Students on field trip | Exit Slip | | Thurs  5/11 | Warm-up  Draw a skunk. | Direct Inst./Hands-on  Draw from drawing book pictures w/red lines as the next line to draw. | Exit Slip | | Fri  5/12 | Warm-up  Draw a cartoon guy. | Direct Inst./Hands-on  Draw from drawing book pictures w/red lines as the next line to draw. | 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: step by step drawing** | |