**Fine Arts Department Lesson Plan**

**Teacher: Cathy Russell Grade Level: 9-12 Date(s): Feb.22-26, 2016**

**Content Area: Interior Design**

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| **CAS Standards Addressed: *[Standard Must be Written]:***   * 3.1: Students will identify and use a variety of subject matter in viewing and creating visual artworks**.** | **Student Friendly Learning Targets Congruent to Standard(s):**  **I CAN…identify and use a variety of subject matter in viewing and creating visual artworks.** |
| **Essential Question:**  **How do Interior Designers make floorplans and design boards?** | **Homework Assignments: Due Date:**   |  |  | | --- | --- | | . |  | |  |  | |  |  | |  |  | |  |  | |
| **Lesson Strategies and Activities:**   |  |  |  |  | | --- | --- | --- | --- | | Mon  2/22 | Warm-up  Draw a painting for the wall. | Hands-on  Finish furniture on design board and add labels. | Exit Slip | | Tues 2/23 | Warm-up  Draw the couch you chose. Add pillows. | Hands-on  Finish Design Board | Exit Slip | | Wed  2/24 | Warm-up  Draw a table with accessories on it. | Hands-on  Put Finishing touches  on Design Board | Exit Slip | | Thurs  2/25 | Warm-up  Draw the lighting that you chose. | Direct Instruction  Critique Design Boards | Exit Slip | | Fri  2/26 | Warm-up  Draw the curtains that you chose. | Direct Instruction  Project: Cut Portrait | 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: Design Board, TAG critique, portrait, collage** | |