**Fine Arts Department Lesson Plan**

**Teacher: Cathy Russell Grade Level: 9-12 Date(s): Jan.11-15, 2016**

**Content Area: Interior Design**

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| **CAS Standards Addressed: *[Standard Must be Written]:***  **3.11: Use appropriate language to communicate and apply ideas about the Elements and Principles of Design.** | **Student Friendly Learning Targets Congruent to Standard(s):**  **I CAN…demonstrate knowledge of the Elements and the Principles of Design** |
| **Essential Question:**  **How do Interior Designers use the elements and principles of Interior Design?** | **Homework Assignments: Due Date:**   |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |
| **Lesson Strategies and Activities:**   |  |  |  |  | | --- | --- | --- | --- | | Mon  1/11 | Warm-up | Direct instruction  See and take notes on the elements and principles of Interior Design | Exit Slip | | Tues 1/12 | Warm-up  List the elements of Interior Design. | Hands-on  Make a poster showing examples of the principles of design | Exit Slip | | Wed  1/13 | Warm-up  Define the elements. | Hands-on  Work on principles of Design | Exit Slip | | Thurs  1/14 | Warm-up  List the Principles of design. | Hands-on  Work on principles of Design | Exit Slip | | Fri  1/15 | Warm-up  Define the principles. | Hands-on  Work on principles of Design | 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: Elements and Principles of Interior design** | |