**Fine Arts Department Lesson Plan**

**Teacher: Cathy Russell Grade Level: 9-12 Date(s): Jan.25-29, 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 will Interior designers use the elements and principles?** | **Homework Assignments: Due Date:**

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| Sketchbook assignment #1: Draw 5 different couches and 5 different chairs |  |
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| **Lesson Strategies and Activities:**

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| Mon1/25 | Warm-upList the Principles of Int.Des. | Direct Instr./Hands-onHow to draw a room in 1- point perspectiveDiscuss and take notes on color schemes | Exit Slip |
| Tues 1/26 | Warm-upDraw a room w/ a couch in 1-point pers. | Direct instr./Hands-onFind examples of Color: Monochromatic, Complementary, split complementary, warm, cool, and analogous. | Exit Slip |
| Wed1/27 | Warm-upDefine monochro-matic color. | Hands-on Find examples of each color scheme and put in sketchbook. | Exit Slip |
| Thurs1/28 | Warm-upDefine analogous colors. | Hands-onFind examples of each color scheme and put in sketchbook. | Exit Slip |
| Fri1/29 | Warm-upDefine Comple-mentary color. | Direct Instr./Hands-onFinish color schemes. | 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: 1-point perspective, color schemes: monochromatic complementary, split complementary, warm, cool, analogous**  |