**BEHS Fine Arts Department Lesson Plan**

**Teacher: Cathy Russell Grade Level: 9-12 Date(s): Sept.28-Oct.2, 2015**

**Content Area: Interior Design**

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| **CAS Standards Addressed: *[Standard Must be Written]:***  1.13: create new, choose and experience artworks created to fulfill a variety of specific purposes | **Student Friendly Learning Targets Congruent to Standard(s):**  **I CAN…create a design board for a bedroom to show a client.**  **I CAN…I can create a floor plan to add to a future design board.** |
| **Essential Question:**  **How do Interior Designers make floor plans and Design boards?** | **Homework Assignments: Due Date:**   |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |
| **Lesson Strategies and Activities:**   |  |  |  |  | | --- | --- | --- | --- | | Mon  9/28 | Warm-up | Hands-on  Go to Library and print bedroom floor plan  Make floor plan for a bathroom | Exit Slip | | Tues  9/29 | Warm-up  Draw the bedroom furniture. | Hands-on  Work on floor plan for a bedroom. | Exit Slip | | Wed  9/30 | Warm-up  Draw the bedroom lighting. | Direct Instruction  Discuss what is needed for the design board for the bedroom. | Exit Slip | | Thurs  10/1 | Warm-up  Draw a bedroom (1) window treatment. | Hands-on  Work on design board for the bedroom | Exit Slip | | Fri  10/2 | Warm-up  Draw the accessories. | Hands-on  Finish Design board for the bedroom | 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: floor plan, design board, furniture, accessories, lighting, window treatments** | |