**Fine Arts Department Lesson Plan**

**Teacher: Cathy Russell Grade Level: 9-12 Date(s): Feb.15-19, 2016**

**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 living room 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  2/15 | Warm-up | No School  President’s Day | Exit Slip | | Tues 2/16 | Warm-up  Draw the couch you chose. Add pillows. | Direct Instr./Hands –on  Brainstorm fur. & Acc.  Make a floor-plan and a Design board for a Design board | Exit Slip | | Wed  2/17 | Warm-up  Draw a table with accessories on it. | Hands-on  Work on Design Board (floor plan) | Exit Slip | | Thurs  2/18 | Warm-up  Draw a bed with a headboard or wall hanging. | Hands-on  Work on Design Board  (furniture, doors and windows) | Exit Slip | | Fri  2/19 | Warm-up  Draw a painting for the wall. | Hands-on  Work on Design board  (lighting and accessories) | 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, accessories, pattern, headboard, wall hanging** | |