**Fine Arts Department Lesson Plan**

**Teacher: Cathy Russell Grade Level: 9-12 Date(s): Nov.16-20, 2015**

**Content Area: Interior Design**

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| **CAS Standards Addressed: *[Standard Must be Written]:***  **1.13: use knowledge of the elements and principles of design and art terminology to create expressive works** | **Student Friendly Learning Targets Congruent to Standard(s):**  **I CAN…create a portrait using contrast as an expressive piece of art.** |
| **Essential Question:**  **How do artists use contrast to enhance their artwork?** | **Homework Assignments: Due Date:**   |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |
| **Lesson Strategies and Activities:**   |  |  |  |  | | --- | --- | --- | --- | | Mon  11/30 | Warm-up  Draw an example of contrast | Direct Instr./Hands-on  Show how to, on cut out portrait. Go to library to make a picture with high contrast and print. | Exit Slip | | Tues 12/1 | Warm-up  What is the difference between 2-d and 3-d? | Hands on  Work on cutting out portrait. | Exit Slip | | Wed  12/2 | Warm-up  Sketch the portrait you are using. | Hands on  Work on cutting out portrait. | Exit Slip | | Thurs  12/3 | Warm-up  Who is the portrait of? | Hands on  Work on cutting out portrait. | Exit Slip | | Fri  12/4 | Warm-up  In what category is this portrait in Interior Design? | Hands on  Finish cutting out 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: portrait, 2-D, contrast, décor, accessories** | |