**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:**

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| **Lesson Strategies and Activities:**

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| Mon11/30 | Warm-up Draw an example of contrast | Direct Instr./Hands-onShow how to, on cut out portrait. Go to library to make a picture with high contrast and print.  | Exit Slip |
| Tues 12/1 | Warm-upWhat is the difference between 2-d and 3-d? | Hands onWork on cutting out portrait. | Exit Slip |
| Wed12/2 | Warm-upSketch the portrait you are using. | Hands onWork on cutting out portrait. | Exit Slip |
| Thurs12/3 | Warm-upWho is the portrait of? | Hands onWork on cutting out portrait. | Exit Slip |
| Fri12/4 | Warm-upIn what category is this portrait in Interior Design? | Hands onFinish 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 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: portrait, 2-D, contrast, décor, accessories**  |