**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

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| **Instructor’s name: Cermanski** | **Course/Grade: Creative Art Painting & Drawing** |
| **Week of: August 18 to 22** | **Unit Name: Intro to Class/4 Dynamic Surfaces with Realistic Drawings** |

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| ***(1A)\**Essential Question(s):**   * **What is AP 2D art?** * **What is required in the portfolio?** * **What is the difference between the drawing and 2D portfolio?** * **What is the difference between breadth, concentration and quality?** * **How can I do a strong contour, gesture drawing?** * **How can I effectively use black and white charcoal in a drawing to show shadows and highlights?** * **How can I use a variety of elements and principles of design in a drawing?** | ***(1A/1B)* Connections (prior/future learning):**   * **Students have done still lives in previous art classes** |
| ***(1A)* Common Core/State Standards: I, II, III, V** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.**   * **Students needing more assistance will get one-on-one help** | ***(1D)* Resources/Materials:**  **Teacher: AP website**  **Students: pencil, charcoal, paper, various papers for surfaces, glue** |
| ***(1F)* Assessment (How will you monitor progress and know students have successfully met outcomes? What happens when students understand and when they don’t understand?**  **Daily: Practice drawing/shading techniques**  **This Week: Final ink drawing** | |

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|  | ***(1B)* Lesson activities for instructor and students, *(1F)* Embedded Formative Assessment,** |
| MONDAY August 17  ***(1C)* Learning Target: TSW learn about class procedures and details about AP portfolio. TSW know this when he/she can recite the difference between the breadth, concentration, and quality sections of the portfolio.**  ***(1C)* Do Now:** | 1. Class interviews/get to know each other 2. Policy on talking, assigned seats 3. Review syllabus 4. Draw on board overview of year 5. Cold call on AP portfolio 6. How many AP/How many interested in AP in future/How many not interested 7. Look at AP website examples 8. Show other examples of AP 2 d design   Homework: Bring sketchbook and other supplies ASAP!  (***1F)*Embedded Formative Assessment: cold call about AP portfolio**  ***(1B)*Closing Activity: Review of portfolio differences** |
| TUESDAY August 18  ***(1C)* Learning Target: TSW create 4 dynamic and layered art surfaces using a variety of materials.**  ***(1C)* Do Now: Look in boxes and pick out some papers you like.** | 1. Explain and show examples of 4 surfaces project 2. Start working on surfaces—be sure to have out newspaper, maps, tissue paper, etc.   (***1F)*Embedded Formative Assessment: Cold call on requirements of AP Portfolio**  ***(1B)*Closing Activity: What material are you enjoying the most so far?** |
| WEDNESDAY August 19  ***(1C)* Learning Target: TSW create 4 dynamic and layered art surfaces using a variety of materials.**  ***(1C)* Do Now: Sketch the still life upside down** | Finish surfaces  (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| THURSDAY August 20  ***(1C)* Learning Target: TSW learn the elements and principles of design and will display this knowledge through a realistic drawing done on a dynamic surface.**  ***(1C)* Do Now: Share your surfaces with your neighbor. What do you like the best?** | 1. Review elements and principles of design (power point and/or handout) –explain how you have to explore all of these in the Breadth section of the AP Portfolio 2. Discuss back, middle and foreground in artworks—must include all 3 unless directed otherwise!!! 3. Discuss light source and how they produce highlights/shadows 4. Review types of drawing and show images—gesture, contour, shading, etc. 5. Practice gesture drawings of students using black and white 6. Practice contour drawing of room, objects using black and white 7. Directions—Using black and white charcoal, create 4 realistic, gesture and/or contour drawing using shading, and a clear. Light source. On the back of your art piece in pencil, write your name (NEVER on front) and the elements and principles of design you focused on in the piece. 8. Drawing #1   (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| FRIDAY August 21  ***(1C)* Learning Target: TSW learn the elements and principles of design and will display this knowledge through a realistic drawing done on a dynamic surface.**  ***(1C)* Do Now: Look at your drawings and then look at your neighbor’s. What can be improved?** | Drawing #1/#2  (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| Monday August 24  ***(1C)* Learning Target: TSW learn the elements and principles of design and will display this knowledge through a realistic drawing done on a dynamic surface.**  ***(1C)* Do Now: Look at your drawings and then look at your neighbor’s. What can be improved?** | Drawing #2/3 |
| Tuesday August 25  ***(1C)* Learning Target: TSW learn the elements and principles of design and will display this knowledge through a realistic drawing done on a dynamic surface.**  ***(1C)* Do Now: Look at your drawings and then look at your neighbor’s. What can be improved?** | Drawing #3/4 |
| Wednesday August 26  ***(1C)* Learning Target: TSW learn the elements and principles of design and will display this knowledge through a realistic drawing done on a dynamic surface.**  ***(1C)* Do Now: Look at your drawings and then look at your neighbor’s. What can be improved?** | Finish drawing—due at the end of class.  Name and principles on back for each drawing—put a star on your favorite6 |

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| \*Refers to NMTEACH Rubric:  1A-Demonstrating knowledge of content  1B-Designing coherent instruction  1C-Setting Instructional outcomes  1D-Demonstrating knowledge of resources  1E-Demonstrating knowledge of students  1F-Designing student assessment | Formative Assessment includes, but is not limited to:  Exit tickets, white board response, consensagrams, red/green cards, formal or informal student conferences, sticky note assessment. |