**Lesson Plan: Fruits Day 2**

**Name: Maytal Gotesman Date: 11/2/17**

**Grade: 9-12th Subject: Intro to Art Unit: Sketching/Drawing**

**Content Standards:**

**Creative Expression:**

* 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
* 2.4 Review and refine observational drawing skills.

**ELD Standards:**

**B. Interpretive:** 5. Listening actively Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.

**Relevant prior knowledge:**

Prior to today’s lesson students have been instructed to use observational drawing techniques in order to sketch a composition of fruits. Students were advised to pay attention to the negative spaces between the fruits and to the relationship between the sizes of the fruits. Students will need to use their understanding of the value scale in order to draw and paint the sketch of fruits. Prior to this assignment, students practiced using watercolors by painting an image of a hot dog, therefore, students have been introduced to the watercolor medium and know how to locate and put away supplies.

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| **Objectives** | Students will be able to…   * Observe a photograph and apply accurate value using graphite and watercolors * Identify the relationship between objects in a photograph (proportion) * Identify the negative spaces between objects | **Language objectives** | Students will be able to…   * Answer questions about artistic concepts learned in today's lesson" * Ask questions about artistic concepts you wish to learn more about |
| **Materials:** | Art supplies:   * #2 and #4 paint brushes * Watercolors * Mixing palette * Paper towel * Additional graphite pencils * Image of fruits * Sketch from day 1 * LCD projector and document camera * Self-assessment checklist |  |  |
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|  | **Teaching Plan:** | **Planned scaffolds, supports, accommodations**  Planned support for whole class, FS1, FS2, FS3 | **Formative Assessments**  Checks for understanding and readiness to move forward in the lesson |

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| Opening: [3 mins] | T: Ask students to pull out their fruit sketches from the previous lesson.  T: Ask students the following questions:   * What was the first steps you took sketch out your fruits? * Did I pay attention to the negative spaces? * How big is my apple compared to my lime? * How big are my bananas compared the apple and lime? * Are there any details I can add?   T: Ask students to look up at the screen and teacher will briefly review how to use guidelines to find the proportion and to notice the negative spaces between objects.  T: Inform students that they have about five minutes to refine their sketches before we move on to shading.  T: Tell students that the teacher will be quickly checking in with each student’s progress. | A document camera will be used so that all students can view demonstration clearly. Questions will be asked in order to solicit prior knowledge and begin self-assessment. | Thumbs up/down if they need additional time to complete sketch |
| Observation:  [5-10 mins] | S: Work independently in order to complete basic sketch  T: Walk around classroom to gauge students’ progress  T: If several students have completed their basic sketch, the teacher will move forward with the lesson.  S: Demonstrate readiness to move forward in the lesson if their sketches are complete | Examples of sketches and images with guidelines will be projected on the screen for students to view as they work independently. Students will be encouraged to “check with a friend” and engage in informal peer-assessment. | The teacher will make sure check in with all students in order to gauge students’ progress. |
| Guided Practice :  [5 mins] | T: Model using different shading techniques: cross-hatching, squiggles, and smooth.  S: Follow along with demonstration by copying techniques onto paper  T: Inform students that they may use any of the provided shading techniques  T: Model defining shadows first before applying shading  T: Ask students to trace shadows on the photo reference  S: Trace shadows on the photo reference  T: Ask students to find shadows by sketching them out before applying shading | Demonstration will be modeled using a document camera. Provide students with options regarding their shading technique. Instruction will be brief and succinct. | Look around the classroom to see if all students are engaging with the guided activity.  Are students looking up at the projector?  Are students practicing shading techniques?  Are students tracing the shadows? |
| Independent Practice:  [15 mins] | S: Sketch and define shadows  S: Apply shading onto the sketch using a shading technique of their choosing  T: Observe and assist students | Walk around classroom and gauge students’ progress. If five or more students are making the same mistake, the teacher should quickly point out mistake or model how to fix the mistake using a document camera. Provide one-on-one assistance if need be. Write guiding questions on the board.   * Did I outline my shadows? * Did I apply a shading technique into my shadow? | Check to see if students are tracing the outlines on the reference image  Check to see if students are sketching the outlines of the shadows on their own sketch  Check to see if students began applying shading technique |
| Direct Instruction:  [5 minutes] | T: Ask students to put down pencils and look up at the screen  T: If easily accessible, ask students to look at the previous lesson’s watercolor painting of a hot dog.  T: Discuss issues that arose during previous watercolor lesson  T: Model fixing issues:   * Make sure to use a larger brush for larger areas that need to be painted * Add water first before applying color * No heavy hands, be gentle when painting * Show lights and darks   T: Ask students if they have any questions regarding the watercolor process  T: Inform students that if they have any other questions, the teacher will be available for assistance during independent practice.  T: Ask students to get the watercolor supplies and release students to work independently | Demonstration will be modeled and projected using the document camera. Common misconceptions will be discussed before independent practice. | Ask students if they have any questions regarding the next step of today’s assignment. |
| Independent Practice:  [35 mins- end of period] | S: Make sure they have all the necessary supplies to start painting.   * Brushes, watercolors, water cup, paper towel   S: Begin painting sketch while being aware of issues that arose during the previous lesson.  T: Assist students one-on-one  T: Walk around classroom and observe students’ progress  T: Call out any mistakes that are occurring with several students  T: While students are working independently, pass out scratch paper for exit slip | Walk around class to see if all students have necessary supplies. Address the whole class if any common mistakes happen during independent practice. Assignment will be extended an additional day if need be. | Check to see if students are…   * Using the correct brush * Applying water to the page first * Not using heavy hands * Showing the lights and darks of the image |
| Closing  [15-20 mins before the end of the period] | T: Ask students to pause and look up at the screen  T: Project a 3,2,1 exit slip prompt  T: Ask students to write their name on the scratch paper  T: Model writing the prompt by writing the following   * 3 things I learned in art today: * 2 things I want to learn more about: * 1 question about sketching or painting:   T: Ask students to copy teacher’s prompt  S: Copy prompt  T: Ask students to fill out the exit slip before the end of the period (an extension might be provided if need be)  S: Fill in exit slip and turn in at the end of the period | Exit slip prompt will be modeled using the document camera. Students may use bullet points and/or short sentences to complete exit slip. Academic language/ content language is not required. Exit slip is only graded for completion.  Collect student work and check for higher order thinking | Thumbs up/down if students are finished writing down prompts  Walk around class and ask if any student requires clarification on what to do for the exit slip. |