

LESSON PLAN # 1

Name: John H Leamy III		Room Number: xx
Grade Level: 10/11	Subject: Visual Art 1	Day/date xxx
Unit/ <i>PAINTING WITH A PURPOSE</i> . Theme/Topic: Theme/Message building, Painting orders of operation /Lesson/ Still Life with an Orange		
Purpose (the Why)	Based on previous experience with the color wheel students will employ a series of color value shifts and <i>painting orders of operation</i> , demonstrating their understanding of how to visually represent a basic still life.	
Expected Student Learning Outcomes	<ul style="list-style-type: none"> • The student will be able to identify and copy a value system to design their painting order of operation on still life of an Orange. • The student will be able to mix a color and make 5 value shifts to paint a basic still life composition. • The student will be able to enhance their painting using monochromatic, complimentary and analogous color schemes based on prior knowledge to prepare for final project <i>Painting with a Purpose</i>. 	
CA Academic Standards Addressed:	<p>Adv.VA: Cr1.2 - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>7.VA: Cr1.2- Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>2.VA: Cr2.2-Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p>	
Materials Used:	Pencil, paint, palette, brushes, paint rags, paper, pencil, erasure, orange worksheet.	
<p>Unit Vocabulary:</p> <ol style="list-style-type: none"> 1. Theme-The main idea in an art piece 2. Color Shift- A smooth transition from one color to another without using black or white. 3. Tint- Colors + white 4. Shade- Colors + black. 5. Opaque- Solid, unable to be seen through. 6. Painting Orders of Operation- (A) Back to Front. (B) Dark to Light. 7. Symbol- A complex sign system that represents an idea. 8. Metaphor- Juxtaposition of symbols to create meaning. 		

	<u>Teacher Actions</u>	<u>Student Actions</u>
3 min	<p>Teacher actions: Greeting students-welcome back from break Students are seated with journals Administer-Do Now-Which Color Scheme...?</p>	<p>Students will: Grab journals and take their seats, Take down vocabulary in journal 1m work on Do Now Pay attention to slide presentations Raise hands with questions Answer questions when called on Leave seats to grab studio materials Be in studio time</p>
10 min	<p>Slide presentation Review Color chart and theory Review color formulas on palette Journal, Vocabulary-Tint and Shade Intro to Unit, <i>Painting with a Purpose</i>. Tint and shading technique Take Attendance Examples of previous student work Grab paint gear</p>	<p>Begin work on mixing tints and shades Be copying orange on worksheet Using worksheets to tint and shade orange Follow requirements using 5 values Clean up tables and put away studio work on shelves</p>
25 min	<p>Studio time: practice worksheets handed out of orange as a model. Instruction on how to systematically visually represent an orange One step at a time Copy orange on worksheet Monitor progress each table Keeping Pace Modifications for SPED Set up palette for tint and shade Instruction on how to mix your values into 5 separate measured shades. Lead students with slides how to add 5 values Monitor progress Painting our orange Studio time- Clean up</p>	<p>Answer Do Now during focus finish Receive homework assignment Period ends</p>
5 min	<p>Focus finish Answer Do Now</p>	
3 min	<p>Homework-be thinking about an image for your final.</p>	
2 min	<p>Homework-Question, if you were to start your painting about a topic Tomorrow, what might you consider painting about?</p>	

Monitoring & Assessment:	<ul style="list-style-type: none"> • I will monitor student learning through individualized written learning goals. • I will assess whether goals are reached by using exit tickets. • I will monitor student learning by checking for understanding, are they on pace with requirements and deadline? • I will assess student work as either meeting or failing requirements. • I will assess student's cognition through visual evidence demonstrating comprehension. • I will informally assess student with a peer review. • Students will be graded at final day of lesson in a formal assessment critique with teacher based on grading system reflecting requirement goals.
Modifications to Address Individual Student Learning Needs	<ol style="list-style-type: none"> 1. Modifications are in place limiting project requirements and extending deadlines for SPED students. IEP's have extra time and less demands to meet conventions or requirements. One student is graded by goals and just has to complete the assignment based on his IEP goals. Student needs to communicate 50% of project requirements at least. 2. Daily slideshow presentation reinforces the instruction, expectation and exemplars for students who need support. 3. Reduce homework assignments <ul style="list-style-type: none"> • Read directions to student • Simplify complex directions • Have student repeat directions 4. Give extra time to complete tasks 5. Break down task steps 6. Assist student in setting short term goals <ul style="list-style-type: none"> • Pair written instructions with oral instructions • Provide study skills training skills <p>Segment lessons/assignments Allow student to present information verbally or by alternative method.</p>
Follow-up Activities/ Homework	<p>This lesson that takes place over several days designed to reinforce painting technique and structure advancing towards the next lesson painting an apple and final project comprehension <i>Painting with a Purpose</i>. After each lesson is a clean up period. Following clean up is a focus finish reviewing Do-now, requirements and deadlines, homework if any. Students will be graded at final day of lesson in a formal assessment critique with teacher based on grading system reflecting requirement goals.</p>

LESSON PLAN # 2

Name: John H Leamy III		
Grade Level: 10/11	Subject: Visual Art 1	
		Day/date xxx
Unit Theme: <i>PAINTING WITH A PURPOSE</i> . Topic: <i>Painting Orders of Operation</i> . /Lesson Title: <i>Still Life with an Apple</i>		
Purpose (the Why)	Based on previous experience with the color wheel students will employ a series of color value shifts and <i>painting orders of operation</i> , demonstrating their understanding of how to visually represent a basic still life.	
Expected Student Learning Outcomes	<ul style="list-style-type: none"> The student will be able to identify and copy a value system to design their painting order of operation on a still life of an Apple. The student will be able to mix a color and make 5 value shifts to paint a basic still life composition. The student will be able to enhance their painting using monochromatic, complimentary and analogous color schemes based on prior knowledge to prepare for final project <i>Painting with a Purpose</i>. 	
CA Academic Standards Addressed:	<p>Adv.VA: Cr1.2 - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>7.VA: Cr1.2- Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>2.VA: Cr2.2-Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p>	
Materials Used:	Paint, palette, brushes, paint rags, paper, pencil, erasure, apple worksheets.	
<p>Unit Vocabulary:</p> <ol style="list-style-type: none"> 1. Theme-The main idea in an art piece 2. Color Shift- A smooth transition from one color to another without using black or white. 3. Tint- Colors + white 4. Shade- Colors + black. 5. Opaque- Solid, unable to be seen through. 6. Painting Orders of Operation- (A) Back to Front. (B) Dark to Light. 7. Symbol- A complex sign system that represents an idea. 8. Metaphor- Juxtaposition of symbols to create meaning. 		

	<u>Teacher Actions</u>	<u>Student Actions</u>
5 min	<ul style="list-style-type: none"> Greeting students- Students are seated with journals Go over requirements on the board and vocabulary Deadline reminders 	<p>Student will:</p> <ul style="list-style-type: none"> Grab journals and take their seats, Take down vocabulary in journal Work on Do Now Pay attention to slide presentations Raise hands with questions Answer questions when called on Leave seats to grab studio materials Be in studio time Begin work on order of operations Using worksheets to practice tinting and shading of apple
10 min	<ul style="list-style-type: none"> Slide presentation Apple #1 Preview student exemplars <i>Painting with a Purpose</i> 	<ul style="list-style-type: none"> The student will be able to copy an image of an apple using basic drawing skills and measurements
34 min	<ul style="list-style-type: none"> Administer-Do Now-Which Color Scheme will you use? Studio time Taking attendance Order of operations-Back to front/light to dark-examples Students grab pencils transpose apple on worksheet. Instruction on how to systematically copy apple Using basic drawing skills and measurements Monitor progress Instruction on how to label 5 values on apple Painting back to front order of operations Shaded and tins again for apple Monitor progress In Process critique- assessment 	<ul style="list-style-type: none"> The student will be able to create an illusionistic space employing orders of operation, dark to light, back to front, warm and cool colors and example of complimentary color Be assessed- In Process critique Clean up tables and put away studio work on shelves
5 min	<ul style="list-style-type: none"> Reminder painted apple requirements Goal, at least two coats end of period And, the student will be able to create an illusionistic space employ orders of operation, dark to light, back to front, warm and cool colors and example of complimentary color 	<ul style="list-style-type: none"> Answer Do Now during focus finish Receive homework assignment-develop theme for final image
1 min	<ul style="list-style-type: none"> Answer Do Now Clean up Focus finish-answer Do Now Homework-be thinking about an image, theme, context And content for your final <i>Painting with a Purpose</i> project. Period ends 	<ul style="list-style-type: none"> Period ends

Monitoring & Assessment:	<ul style="list-style-type: none"> • I will monitor student learning through individualized written learning goals. • I will assess whether goals are reached by using exit tickets. • I will monitor student learning by checking for understanding, are they on pace with requirements and deadline? • I will assess student work as either meeting or failing requirements. • I will assess student's cognition through visual evidence demonstrating comprehension. • I will informally assess student with a peer review. • Students will be graded at final day of two-week lesson in a formal assessment critique with teacher based on grading system reflecting requirement goals.
Modifications to Address Individual Student Learning Needs	<ul style="list-style-type: none"> • Modifications are in place limiting project requirements and extending deadlines for SPED students. IEP's have extra time and less demands to meet conventions or requirements. One student is graded by goals and just has to complete the assignment based on his IEP goals. Student needs to communicate 50% of project requirements at least. • • Daily slideshow presentation reinforces the instruction, expectation and exemplars for students who need support. • Reduce homework assignments <ul style="list-style-type: none"> • Read directions to student • Simplify complex directions • Have student repeat directions • Give extra time to complete tasks • Break down task steps • Assist student in setting short term goals <ul style="list-style-type: none"> • Pair written instructions with oral instructions • Provide study skills training skills <p>Segment lessons/assignments Allow student to present information verbally or by alternative method.</p>
Follow-up Activities/ Homework	<p>This lesson that takes place over several days designed to reinforce painting technique and structure advancing towards the next lesson painting a flower and final project comprehension <i>Painting with a Purpose</i>. After each lesson is a clean up period. Following clean up is a focus finish reviewing Do-now, requirements and deadlines, homework if any. Students will be graded at final day of lesson in a formal assessment critique with teacher based on grading system reflecting requirement goals.</p>

LESSON PLAN # 3

Name: John H Leamy III		
Grade Level: 10/11	Subject: Visual Art 1	
		Day/date xxx
Unit; <i>PAINTING WITH A PURPOSE</i> . Theme/Topic: Painting Orders of Operation, Building a Theme/Message. Lesson Title/Topic: Still Life with a Flower.		
Purpose (the Why)	Based on previous experience with the color wheel students will employ a series of color value shifts and <i>painting orders of operation</i> , demonstrating their understanding of how to visually represent a basic still life.	
Expected Student Learning Outcomes	<ul style="list-style-type: none"> • The student will be able to identify and copy a value system to design their painting order of operation on still life of a Flower. • The student will be able to mix a color and make 5 value shifts to paint a basic still life composition. • The student will be able to enhance their painting using monochromatic, complimentary and analogous color schemes based on prior knowledge to prepare for final project <i>Painting with a Purpose</i>. 	
CA Academic Standards Addressed:	<p>Adv.VA: Cr1.2 - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>7.VA: Cr1.2- Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>2.VA: Cr2.2-Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p>	
Materials Used:	Paint, palette, brushes, paint rags, paper, orange.	
Unit Vocabulary: 1. Theme-The main idea in an art piece 2. Color Shift- A smooth transition from one color to another without using black or white. 3. Tint- Colors + white 4. Shade- Colors + black. 5. Opaque- Solid, unable to be seen through. 6. Painting Orders of Operation- (A) Back to Front. (B) Dark to Light. 7. Symbol- A complex sign system that represents an idea. 8. Metaphor- Juxtaposition of symbols to create meaning.		

	<u>Teacher Actions</u>	<u>Student Actions</u>
	Teacher actions, Teacher will:	Students action, Students will:
1 min	<ul style="list-style-type: none"> Greeting students- 	<ul style="list-style-type: none"> Grab journals and take their seats,
4 min	<ul style="list-style-type: none"> Students are seated with journals Reference requirements on the board 	<ul style="list-style-type: none"> Take down vocabulary in journal if any Work on Do Now-theme/message
10 min	<ul style="list-style-type: none"> Deadline reminders Slide Presentation Flower #1 Administer-Do Now-what is your theme/message? Journal, Vocabulary reminder- Opaque, analogous, monochromatic, complimentary Reminder to choosing theme for <i>Painting with a Purpose</i> 	<ul style="list-style-type: none"> Raise hands with questions Answer questions when called on Leave seats to grab studio materials Studio time: Copy drawing of flower from worksheet
30 min	<ul style="list-style-type: none"> Examples of previous student work Studio time-practice worksheets handed out of flower as a model Instruction on how to systematically render in paint a flower One step at a time Analogous/monochromatic background Instruction on painting order of operations, back to front/dark to light. 	<ul style="list-style-type: none"> Following orders of operation Painting dark to light/front to back Thin to thick Painting 2 or more coats, Opaque image Begin work on order of operations Background 6 or more colors Monochromatic or analogous Complete empty spaces from day before Follow examples on the board, raise hands with questions
8 min	<ul style="list-style-type: none"> Taking attendance Monitoring student progress Chat with Jack-summative assessment Clean up 	<ul style="list-style-type: none"> Refer to their color wheel charts Using worksheets to practice tinting and shading of flower
3 min	<ul style="list-style-type: none"> Focus finish, answer Do Now Deadline end of week Homework-Question, if you were to start your painting about a topic Tomorrow, what might you consider painting about? Do Now answer Period ends 	<ul style="list-style-type: none"> Have a chat with Jack IP critique Clean up tables and put away studio work on shelves Answer Do Now during focus finish with hands raised Receive homework assignment Flower painting is due on day 9. Period ends

Monitoring & Assessment:	<ul style="list-style-type: none"> • I will monitor student learning through individualized written learning goals. • I will assess whether goals are reached by using exit tickets. • I will monitor student learning by checking for understanding, are they on pace with requirements and deadline? • I will assess student work as either meeting or failing requirements. • I will assess student's cognition through visual evidence demonstrating comprehension. • I will informally assess student with a peer review. • Students will be graded at final day of lesson in a formal assessment critique with teacher based on grading system reflecting requirement goals.
Modifications to Address Individual Student Learning Needs	<ul style="list-style-type: none"> • Modifications are in place limiting project requirements and extending deadlines for SPED students. IEP's have extra time and less demands to meet conventions or requirements. One student is graded by goals and just has to complete the assignment based on his IEP goals. Student needs to communicate 50% of project requirements at least. • Daily slideshow presentation reinforces the instruction, expectation and exemplars for students who need support. • Reduce homework assignments <ul style="list-style-type: none"> • Read directions to student • Simplify complex directions • Have student repeat directions • Give extra time to complete tasks • Break down task steps • Assist student in setting short term goals <ul style="list-style-type: none"> • Pair written instructions with oral instructions • Provide study skills training skills <p>Segment lessons/assignments Allow student to present information verbally or by alternative method</p>
Follow-up Activities/ Homework	<p>This lesson that takes place over several days designed to reinforce painting technique and structure advancing towards the next lesson painting a figure and final project comprehension <i>Painting with a Purpose</i>. After each lesson is a clean up period. Following clean up is a focus finish reviewing Do-now, requirements and deadlines, homework if any. Students will be graded at final day of lesson in a formal assessment critique with teacher based on grading system reflecting requirement goals.</p>

LESSON PLAN # 4

Name: John H Leamy III			
Grade Level: 10/11		Subject: Visual Art 1	
		Day/date xxx	
Unit; <i>PAINTING WITH A PURPOSE</i> . Theme/Topic: Painting Orders of Operation, Building a Theme/Message. Lesson Title/Topic: Figure painting			
Purpose (the Why)		The purpose of this lesson is to explore figure ground relationships in painting by copying a figurative image, Zimm, using previous systematic and fundamental painting techniques.	
Expected Student Learning Outcomes		<ul style="list-style-type: none"> • The student will be able to systematically copy an image of a cartoon figure using ruler, scale and motor skills. • The student will be using color theory to paint the Zimm figure. _____ • The student will be able to create an illusionistic space employing orders of operation, dark to light, back to front, warm/ cool/neutral colors, monochromatic, complimentary and analogous based on prior experience. 	
CA Academic Standards Addressed:		<p>7.VA: Cr1.2- Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p>3.VA: Cr3- Discuss, reflect, and add details to enhance an artwork's emerging meaning.</p> <p>Prof.VA: Cr3- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for of art and design in progress</p>	
Materials Used:		Pencil, Paint, palette, brushes, paint rags, paper, worksheets.	
Unit Vocabulary: 1. Theme-The main idea in an art piece 2. Color Shift- A smooth transition from one color to another without using black or white. 3. Tint- Colors + white 4. Shade- Colors + black. 5. Opaque- Solid, unable to be seen through. 6. Painting Orders of Operation- (A) Back to Front. (B) Dark to Light. 7. Symbol- A complex sign system that represents an idea. 8. Metaphor- Juxtaposition of symbols to create meaning.			

Monitoring & Assessment:	<ul style="list-style-type: none"> • I will monitor student learning through individualized written learning goals. • I will assess whether goals are reached by using exit tickets. • I will monitor student learning by checking for understanding, are they on pace with requirements and deadline? • I will assess student work as either meeting or failing requirements. • I will assess student's cognition through visual evidence demonstrating comprehension. • I will informally assess student with a peer review. • Students will be graded at final day of lesson in a formal assessment critique with teacher based on grading system reflecting requirement goals.
Modifications to Address Individual Student Learning Needs	<ul style="list-style-type: none"> • Modifications are in place limiting project requirements and extending deadlines for SPED students. IEP's have extra time and less demands to meet conventions or requirements. One student is graded by goals and just has to complete the assignment based on his IEP goals. Student needs to communicate 50% of project requirements at least. • Daily slideshow presentation reinforces the instruction, expectation and exemplars for students who need support. • Reduce homework assignments <ul style="list-style-type: none"> • Read directions to student • Simplify complex directions • Have student repeat directions • Give extra time to complete tasks • Break down task steps • Assist student in setting short term goals • Pair written instructions with oral instructions • Provide study skills training skills Segment lessons/assignments Allow student to present information verbally or by alternative method.

Follow-up Activities/ Homework	<p>This lesson that takes place over several days designed to reinforce painting technique and structure advancing towards the next lesson, final project comprehension <i>Painting with a Purpose</i>.</p> <p>After each lessons is a clean up period. Following clean up is a focus finish reviewing Do-now, requirements and deadlines, homework if any. Students will be graded at final day of lesson in a formal assessment critique with teacher based on grading system reflecting requirement goals.</p>
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LESSON PLAN # 5

Name: John Leamy			
Grade Level: 10/11		Subject: Visual Art 1	
		Day/Date: XXXXX	
Unit Theme: <i>PAINTING WITH A PURPOSE</i> . Topic: Intro and Instruction, Theme/Message building. Lesson: Painting with a Purpose			
Purpose (the Why)		The purpose of this lesson is to illicit in each student a personal theme as a sketch for a final painting project using Painting Orders of Operation and symbolic imagery for end of year portfolio assessment.	
Expected Student Learning Outcomes		<ul style="list-style-type: none"> • The student will be able to develop a final sketch on paper of their theme as a model for finished project. • The student will be using prior drawing and painting orders of operation and color theory to create a painting with a theme and message as final project. • The student will be able to analyze and relate their work, give (personal, social, cultural, historical) feedback to others, through class critique and with the writing of an artist's statement. 	
CA Academic Standards Addressed:		<p>Acc.VA: Cr3- Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>5.VA: Cr3- Use art vocabulary to describe personal choices in artmaking and in creating artist statements.</p> <p>5.VA: Re7.2- Identify and analyze cultural associations suggested by visual imagery.</p>	
Materials Used:		Pencils, journals, dry erase board, markers, erasures, paint, palette, brushes, rags, medium, worksheets, rubric.	
<u>Lesson Outline:</u> (Opening/Do Now/Anticipatory Set; Major Activities; Transitions, Review; Closure)			
Unit Vocabulary:			
<ol style="list-style-type: none"> 1. Theme-The main idea in an art piece 2. Color Shift- A smooth transition from one color to another without using black or white. 3. Tint- Colors + white 4. Shade- Colors + black. 5. Opaque- Solid, unable to be seen through. 6. Painting Orders of Operation- (A) Back to Front. (B) Dark to Light. 7. Symbol- A complex sign system that represents an idea. 8. Metaphor- Juxtaposition of symbols to create meaning. 			

	<u>Teacher Actions-Block Schedule</u>	<u>Student Actions</u>
2m 3 m 5m	<ul style="list-style-type: none"> Teacher actions: Greeting students- Taking attendance students have written all vocabulary in journal Students are given lesson rubric to follow for self and teacher assessment 	<p>Students will:</p> <ul style="list-style-type: none"> Grab journals and take their seats students have written all vocabulary in journal Students will follow rubric for self and teacher assessment
12 m	<p>Students are seated in Design Teams with journals Begin Slide presentation, <i>Painting with a Purpose</i> Announce:</p> <ul style="list-style-type: none"> <i>Zimm Project</i> due tomorrow, Friday Grab dry erase board, rags, markers Requirements written on the board and on slide By end of class be ready to answer What is your them? What is a symbolic/image you will use? What does that image represent? 	<ul style="list-style-type: none"> Join design teams Working in table groups/ design teams Pay attention to slide presentations Follow directions and announcements Answer questions when called on Leave seats to grab studio materials Studio time:
20m	<p>Warm up Round # 1 Announce:</p> <ul style="list-style-type: none"> Guess the Theme or the Message from image prompt. (1 point = make a guess, 2 points = Guess correctly) Go! Examples of previous student work with answers Monitoring student progress keep pacing 	<p>Begin Round # 1</p> <ul style="list-style-type: none"> Warm up Work with design team Make drawings on dry board Guess the Theme or the Message from image prompt Raise hands with answers
20m	<p>Round # 2 Announce:</p> <ul style="list-style-type: none"> Imagery is designed on dry erase board that goes with the written theme prompts Must use a symbolic image and you will present it! Score on use of rubric/point system from Round # 2 (3 points originality, 2 points shared idea. Everyone must draw.) Score on use of rubric/point system Monitoring student progress keep pacing 	<p>Begin Round # 2</p> <ul style="list-style-type: none"> Work with design team Follow language prompts on screen Make drawings based on language prompts Raise hands with drawing demonstrations Following rubric must use symbolic image
20m	<p>Round # 3 Announce:</p> <ul style="list-style-type: none"> Work with design team 1 minuet each Share in group your theme, message, symbolic image and what it represents Students are using academic language in critique Design Team will: Share one thing you like OR one wonder you have OR One suggestion or idea you have Round # 3- Your idea must have 1 symbolic image and a theme/message Round # 3- (Points-5- Image and Theme. 3- Image only) 1 person presents 	<p>Round # 3</p> <ul style="list-style-type: none"> Work with design team 1 minuet each Share in group your theme, message, symbolic image and what it represents Design Team will: Share one thing you like OR one wonder you have OR One suggestion or idea you have Students are using academic language in critique Round # 3- Your idea must have 1 symbolic image and a theme/m Round # 3- (Points-5- Image and Theme. 3- Image only) 1 person presents
15 m	<p>Round # 4 Announce:</p> <ul style="list-style-type: none"> Return dry boards to storage shelf Grab a cardboard surface to gesso Grab brushes and water Put name on board 	<p>Round # 4</p> <ul style="list-style-type: none"> Return dry boards to storage shelf Grab a cardboard surface to gesso Grab brushes and water Put name on board Paint thick X of back for stabilizing final gesso surfacing Clean Up Have sketches due Friday Image Idea to Sketch One symbol/ Message Be ready with Theme and Images Period ends
5 m 3 m	<p>Round # 4 Announce:</p> <ul style="list-style-type: none"> Return dry boards to storage shelf Grab a cardboard surface to gesso Grab brushes and water Put name on board 	

- Paint thick X of back for stabilizing final gesso surfacing
- Clean Up
- Go over Rubric

Announce Homework:

- Image Idea to Sketch finished
- One symbol/ Message
- Be ready with Theme and Images
- Period Ends

Monitoring & Assessment:	<ul style="list-style-type: none"> • I will monitor student learning through individualized written learning goals. • I will assess whether goals are reached by using exit tickets. • I will monitor student learning by checking for understanding, are they on pace with requirements and deadline? • I will assess student work as either meeting or failing requirements. • I will assess student's cognition through visual evidence demonstrating comprehension. • I will informally assess student with a peer review. • Students will write an artist statement as a formal assessment checking for understanding. • Students will be graded at final day of lesson in a formal assessment critique with teacher based on grading system reflecting requirement goals.
Modifications to Address Individual Student Learning Needs	<ul style="list-style-type: none"> • Modifications are in place limiting project requirements and extending deadlines for SPED students. IEP's have extra time and less demands to meet conventions or requirements. One student is graded by goals and just has to complete the assignment based on his IEP goals. Student needs to communicate 50% of project requirements at least. • Daily slideshow presentation reinforces the instruction, expectation and exemplars for students who need support. • Reduce homework assignments <ul style="list-style-type: none"> • Read directions to student • Simplify complex directions • Have student repeat directions • Give extra time to complete tasks • Break down task steps • Assist student in setting short term goals <ul style="list-style-type: none"> • Pair written instructions with oral instructions • Provide study skills training skills <p>Segment lessons/assignments Allow student to present information verbally or by alternative method</p>
Follow-up Activities/ Homework	<p>This is a projected three week project that fulfills a final semester benchmark assessment, <i>Painting with a Purpose</i>. After each lesson is a clean up period. Following clean up is a focus finish reviewing requirements and deadlines, homework if any and answering the Do-Now. Students will be graded at final day of lesson in a formal assessment critique with teacher based on rubric including an artist statement that is due end of the semester.</p>