 **WEEKLY “WHY” LESSON PLAN**

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| Lesson Title:Key Elements in Principles of Design Jan. 12, 2015 until Jan. 16, 2015 | | | Lesson 1of 9 ; Unit #2 | |
| Duration:50 minutes | | | Teacher/Student Ratio:1/24 | |
| Lesson File Name:Key Elements of Design Teacher:Mrs. Robles  Subject:Key Elements of Design Grade Level:10, 11, & 12 | | | | |
| **STANDARD** | | | | |
| 5.0 ANALYZE THE PRINCIPLES AND ELEMENTS OF DESIGN  **5.1 Identify key elements and principles of design** | | | | |
| **OBJECTIVES** | | | **TERMINOLOGY** | |
| Student will be able to:   1. Define vocabulary terms. 2. Recognize key elements of design. 3. Draw representations of elements. 4. Complete paragraph from last week. 5. Complete a zipper sample | | | Students will:  Write their own definition for each word.  Write the site definition for each word.  Draw a picture with color for each word.  Also, write one summary of all the words.  **Monday-Jan. 12, 2015-**   * **Line** - the basic building block of design. Lines can be long or short, straight or curved, horizontal, vertical, or diagonal. Lines can be solid, dashed, thick, thin, or of variable width.   **Tuesday-Jan. 13, 2015 or Wednesday-Jan. 14, 2015-**   * **Shape/Form** - one of the basic elements can convey universal meanings as well as guide the eye or organize information. The three basic types of shapes are geometric, natural, and abstract. Form is the 3-dimentional attributes of shape.   **Thursday-Jan. 15, 2014-**   * **Color** - a component of light. Color adds dimension that can evoke moods and make powerful statements when used wisely. Value is the lightness or darkness of an object, regardless of color.   **Friday-Jan. 16, 2015-**   * **Texture** – the visual or tactile quality of an item; how it feels or “appears” to feel. | |
| **INTRODUCTION** | | | | |
| **Bellwork/Beginning of Class Procedures:**  Monday-Jan. 12, 2015—What are 2 reasons for learning the Terms for this week?  Tuesday-Jan. 13, 2015 or Wednesday-Jan. 14, 2014—How can learning about the Terms for this week help you for your future?  Thursday-Jan. 15,2015—How do the terms for this week deal with Fashion?  Friday-Jan. 16, 2015—Which term projects mood?  **Purpose of today’s learning:**  Teacher says:   * Draw an imaginary cloud in the air with your fingers. You have now used some basic elements. Now let’s have a few selected volunteers share their answers with the class. Hang on to these answers until the end of class and check to see how correct you were. | | | | |
| **CONTENT** | | | | |
| **TEACHER ACTIONS** | | | **STUDENT ACTIONS** | |
| **Define vocabulary terms** | | |  | |
| 1. Complete paragraph from last week’s assignment. Complete a zipper sample.  Separate the class into groups of 3-4 students. Provide each group with a pack of Flash Cards*.* ***(FDM-Elements -Handout1.***) and allow 1 minute for students to sort cards | | | 1.Students will perform the sorting activity of flash cards | |
| 2.Ask for non-volunteers from a few groups to tell how they sorted the cards | | | 2.Students share their sorting results. | |
| 3. Use PowerPoint to provide definitions of elements of design. Tell students to annotate each new vocabulary term on individual index cards and add these to their Glossary Terms Ring ***(FDM-Elements-PowerPoint1.ppt, Slides 4 and 5; FDM-Glossary Ring Procedure.doc)*** | | | 3. Students will annotate Terminology by following the directions from above. | |
| **Recognize key elements of design** | | |  | |
| 4. Use PowerPoint slide #6 to provide examples of each of the elements. Have students sketch an example on their Glossary Ring cards. **(*FDM-Elements-PowerPoint2.ppt, Slides x*** | | | 4. Students sketch samples of each of the elements. . | |
| 5. Use PowerPoint to display each element in succession. Ask random student to identify the first element displayed, then **Popcorn** to fellow student until all examples are shown. ***(FDM-Elements-PowerPoint1.ppt, Slides 7-11)*** | | | 5. Students identify each element before teacher reveals the name. | |
| 6. Distribute drawing materials and tell students to look around the classroom to ascertain examples of elements. Tell them they will sketch a different example for each of the elements. Use **Thumbs Up / Thumbs Down** for understanding.  Purposefully monitor students to ensure they understand the project and to answer individual questions that students may have | | | 6. Students respond accordingly (Thumbs Up or Thumbs Down) and draw elements used in the classroom  Students complete task correctly | |
| **CLOSURE** | | | | |
| Before leaving the classroom today, please write your name on the backside of a Post-It note (sticky side) for anonymity. On the front side of the Post-It note, finish this statement, “Something I learned today about elements of design is | | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | | |
| Pair, Share, Thumps up and Thumbs down. Write on post it for end result. | | | | |
| **SAMPLE END OF UNIT ASSESSMENT QUESTIONS** | | | | |
| 1. The elements of design include which of the following? 2. Line, Shape, Texture and Color 3. Balance, Rhythm, Emphasis, and Color 4. Line, Shape, Rhythm and Emphasis 5. Balance, Rhythm, Emphasis and Clothing 6. Which design element concerns the tactile quality of an item?   a. Balance  b. Line  c. Color  d. Texture | | | | |
| **RESOURCES** | | | **ACCOMMODATIONS** | |
| * <http://www.bing.com/images/search?q=quilt+patterns&form=QBIR&qs=AS&sk=&pq=quilt&sp=1&sc=8-5#> * [http://www.bing.com/images/search?q=lines&form=QBIR&qs=n&sk=&sc=8-5#](http://www.bing.com/images/search?q=lines&form=QBIR&qs=n&sk=&sc=8-5) * [http://www.bing.com/images/search?q=texture&form=QBIR&qs=n&sk=&sc=8-7#](http://www.bing.com/images/search?q=texture&form=QBIR&qs=n&sk=&sc=8-7) * [http://www.bing.com/images/search?q=shape&form=QBIR&qs=n&sk=&sc=8-5#](http://www.bing.com/images/search?q=shape&form=QBIR&qs=n&sk=&sc=8-5) * [http://www.bing.com/images/search?q=star&form=QBIR&qs=n&sk=&sc=8-4#](http://www.bing.com/images/search?q=star&form=QBIR&qs=n&sk=&sc=8-4)   [http://www.bing.com/images/search?q=color&form=QBIR&qs=n&sk=&sc=8-5#](http://www.bing.com/images/search?q=color&form=QBIR&qs=n&sk=&sc=8-5) | | | Teachers:   1. Based on review of each student’s IEP or 504 plan make appropriate accommodations. 2. Encourage participation from all students to the best of their ability. 3. Calling on “non-volunteers” may not be appropriate for all students. | |
| **ATTACHMENTS** | | | | |
| ***FDM-TIP Board.doc***  ***FDM-Elements-Handout1.doc*** – Elements Sorting Activity  ***FDM-Elements-PowerPoint1.ppt*** – Key Element | | | | |
| **MATERIALS**  **SUPPLIES** | | Visual projection system  White board (chalkboard)  T.I.P. Board | |

