

Unit 1: Aesthetics and Innovation: Design		<u>Lesson 2</u>
Performance and Content Standards	Lesson Overview	
<p><b>Performance:</b> 2d-III-2 Students observe, share and appreciate the diversity of aesthetics and creativity in life.</p> <p><b>Content:</b> Bd-III-1 The use of life aesthetics and creative practice. Bd-III-2 Facing the diversity of life aesthetics and creativity.</p> <p><b>Explanation:</b> Perceive and experience the diversity of life aesthetics, appreciate and share the good things of people, show the beauty of life, and use creative life to manage life.</p>	<p>Introduction: Review concepts, give new lesson vocabulary, and brainstorm to find out what the students already know.</p> <p><b>Presentation: PPT</b></p> <ul style="list-style-type: none"> <li>- <b>Introduce</b> the merging of ideas. Today we will take your ideas and drawings from last week, merge them to create a room by merging the features of each person in your group.</li> <li>- <b>Brainstorm:</b> List the rooms then ask the students to think back to last week. What is the room used for? What do you need to include in the room?</li> <li>- <b>Discussion:</b> Ss will discuss with their team the features they want to include and the ones they don't. Explain that they must include at least one item from each team member.</li> <li>- <b>Draw:</b> Students will begin to merge their ideas to graph paper to form a blueprint of the layout of the room. Students will label the room.</li> </ul>	<p>Time</p> <p><u>10</u></p> <p><u>10</u></p>
Lesson Objectives	<p><b>Practice:</b> Ss will stand and show the blueprint of merged ideas to the class. Ss may tell about the room they designed or allow their classmates to ask questions about the drawing. If students ask questions, encourage them to think critically about misplaced or missing items. (windows, doors, furniture, etc.)</p>	<p><u>5</u></p>
<p><b><u>Content Goal:</u></b> To help students think more critically about their surroundings, the beauty and the function thereof.</p> <p><b><u>Language Goal:</u></b> Ss will be able to tell about or respond to questions regarding the blueprint of their room.</p>	<p><b>Production:</b> Write vocabulary, draw a blueprint, and tell about it or respond to questions about it.</p>	<p><u>15</u></p>
Sentence Patterns		
We have the _____ room.		

<p>The _____ was designed by (<u>Student name</u>).</p> <p>We decided to include _____ because we think _____.</p> <p>Do you have any questions?</p>		
<p><b>Key Vocabulary</b></p>		
<p>Ruler, merge, ideas, blueprint, included, layout, interior, exterior, wall, etc.</p>		
<p><b>Differentiation</b></p>		
<p>Less able students can just do what they are able to do.</p>		
<p><b>Summary and Closure</b></p>		
	<p>You all did a great job today merging the features from each drawing into the design of one room. Next week we will begin construction.</p>	
<p><b>Assessments</b></p>		
<p>Checking to see if students wrote the vocabulary and completed the blueprint.</p>		
<p>Materials: ppt, notebooks, drafting paper, pencils, and erasers.</p>		
<p>Reflection: to be completed after lesson.</p>		
<p>Created by: Shelley Hutchins</p>		