

CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Graphic Illustration - Aug 07-11, 2017

Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	<p>4.) Solve design problems through the design process of research, thumbnails, rough drafts, and comprehensive components.5.) Create campaigns through the use of creative strategy skills, visual communication, and digital design.</p> <ul style="list-style-type: none"> • Using various drawing techniques for advertising design 	<p>4.) Solve design problems through the design process of research, thumbnails, rough drafts, and comprehensive components.5.) Create campaigns through the use of creative strategy skills, visual communication, and digital design.</p> <ul style="list-style-type: none"> • Using various drawing techniques for advertising design 	<p>4.) Solve design problems through the design process of research, thumbnails, rough drafts, and comprehensive components.5.) Create campaigns through the use of creative strategy skills, visual communication, and digital design.</p> <ul style="list-style-type: none"> • Using various drawing techniques for advertising design 	<p>4.) Solve design problems through the design process of research, thumbnails, rough drafts, and comprehensive components.5.) Create campaigns through the use of creative strategy skills, visual communication, and digital design.</p> <ul style="list-style-type: none"> • Using various drawing techniques for advertising design 	<p>4.) Solve design problems through the design process of research, thumbnails, rough drafts, and comprehensive components.5.) Create campaigns through the use of creative strategy skills, visual communication, and digital design.</p> <ul style="list-style-type: none"> • Using various drawing techniques for advertising design
Before:	<p>Explain note/sketchbook procedures</p> <p>Warm-up: draw something that makes you happy</p>	<p>Warm-up: draw something that makes you sad</p>	<p>Warm-up: draw something that you love</p>	<p>Warm-up: draw something you dislike</p>	<p>Warm-up: Notebook turn-in</p>
During:	<p>Review Rules, classroom guidelines, expectations.</p> <p>Google classroom sign-up</p> <p>Get to know you assignment on GC: What would the theme song to your life be? Create a google doc. Copy and paste your theme song lyrics to google doc and submit to this assignment. Students will research song lyrics to represent something about themselves.</p>	<p>Continue GC assignment: review and discuss research "draw me a song" in Google images. Show examples and inspiration to illustrate chosen lyrics.</p> <p>Students will research and plan illustration.</p> <p>Project - 11x16 drawing paper with student choice of media.</p>	<p>Continue assignment: Students will continue planning and/or starting on lyrics illustration.</p>	<p>Continue assignment: Students will continue working on lyrics illustration.</p>	<p>Continue assignment: Students will continue working on lyrics illustration.</p>
After:	<p>Submit assignment, clean-up area, push in chairs.</p>	<p>Turn-in, clean-up area, push in chairs.</p>	<p>Guided Practice: Blind contour line drawing exercise</p>	<p>Enhance drawing further by adding cross contour lines to indicate form and value.</p>	<p>Students will research for ideas for their line project.</p>
Desired Outcome:	<p>The student will become familiar with google classroom assignments, as well as, proper steps for completing projects with critical thinking and problem solving. .</p>	<p>The student will become familiar with google classroom assignments, as well as, proper steps for completing projects with critical thinking and problem solving. .</p>	<p>The student will become familiar with google classroom assignments, as well as, proper steps for completing projects with critical thinking and problem solving. .</p>	<p>The student will become familiar with google classroom assignments, as well as, proper steps for completing projects with critical thinking and problem solving. .</p>	<p>The student will become familiar with google classroom assignments, as well as, proper steps for completing projects with critical thinking and problem solving. .</p>
Formative /Summative	<p>Assessing students creativity and skills based on performance.</p>	<p>Assessing students creativity and skills based on performance and recall.</p>	<p>Assessing students creativity and skills based on performance.</p>	<p>Assessing students creativity and skills based on performance.</p>	<p>Assessing students creativity and skills based on performance.</p>
Higher Order Questions:	<p>What would the theme song to your life be? How can you communicate a message through illustrations? What ideas does the illustration communicate to the viewer?</p>	<p>What would the theme song to your life be? How can you communicate a message through illustrations? What ideas does the illustration communicate to the viewer?</p>	<p>What would the theme song to your life be? How can you communicate a message through illustrations? What ideas does the illustration communicate to the viewer?</p>	<p>What would the theme song to your life be? How can you communicate a message through illustrations? What ideas does the illustration communicate to the viewer?</p>	<p>What would the theme song to your life be? How can you communicate a message through illustrations? What ideas does the illustration communicate to the viewer?</p>