CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Visual Art 1 - Mar 13-17, 2017

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|--|--|--|--|--|---|--|--|--|
| Subject: | Monday | Tuesday | Wednesday | Thursday | Friday | | | |
| ACCRS: | 1.) Create original works of | 4.) Apply the elements of | | | |
| | art from direct observation. | art from direct | art from direct observation. | art from direct | art and principles of | | | |
| | 3.) Apply steps artists use | observation. 3.) Apply | 3.) Apply steps artists use | observation. 3.) Apply | design to the production | | | |
| | in the production of art, | steps artists use in the | in the production of art, | steps artists use in the | of two- and | | | |
| | including conceptualizing ideas and forms, refining | production of art, including conceptualizing ideas and | including conceptualizing ideas and forms, refining | production of art, including conceptualizing ideas and | three-dimensional 5.) Demonstrate the use of | | | |
| | ideas and forms, and | forms, refining ideas and | ideas and forms, and | forms, refining ideas and | traditional, digital, and | | | |
| | reflecting on and | forms, and reflecting on | reflecting on and | forms, and reflecting on | multimedia techniques to | | | |
| | evaluating both the | and evaluating both the | evaluating both the | and evaluating both the | create works of art. 7.) | | | |
| | process of production and | Describe personal, | | | |
| | the product.4.) Apply the | sensory, emotional, and | | | |
| | elements of art and | intellectual responses to | | | |
| | principles of design to the | the visual qualities of a | | | |
| | production of two- and | work of art. | | | |
| | three-dimensional | three-dimensional | three-dimensional | three-dimensional | | | | |
| | artwork.6.) Demonstrate | artwork.6.) Demonstrate | artwork.6.) Demonstrate | artwork.6.) Demonstrate | | | | |
| | safe and responsible | safe and responsible | safe and responsible | safe and responsible | | | | |
| | handling of art materials, | | | | |
| | including cleanup, storage, | including cleanup, storage, | including cleanup, storage, | including cleanup, storage, | | | | |
| | and replenishment of | and replenishment of | and replenishment of | and replenishment of | | | | |
| | supplies where applicable. | supplies where applicable. | supplies where applicable. | supplies where applicable. | | | | |
| Deferre | Morm up 4 Leef Classes | Morm un Harra Cha- | Morm up Det of C-1-1 | Morro un Langelaria | Foldershad | | | |
| Before: | Warm-up: 4 Leaf Clover | Warm-up: Horse Shoe | Warm-up: Pot of Gold | Warm-up: Leprechaun | Folder check | | | |
| | Motivation Monday | True to You Tuesday | What/who do you want to | Reflection Thursday | | | | |
| | Get Supplies | Get Supplies | be Wednesday Get Supplies | Get Supplies | | | | |
| During: | Get Supplies Students will create | Get Supplies Students will create | Students will create | Get Supplies Students will create | Element of Art: Color | | | |
| During. | over-sized sculptures that | over-sized sculptures that | over-sized sculptures that | over-sized sculptures that | Introduction to Crayon | | | |
| | are a reflection of one | Etching presentation | | | |
| | form of popular culture - | and video. Students will | | | |
| | junk food/food. Students | junk food/food. Students | junk food/food. Students | junk food/food. Students | create a large, brightly | | | |
| | will be separated into | colored crayon etching, | | | |
| | groups of no more than 4. | applying various | | | |
| | Some will work | Some will work | Some will work | Some will work | patterns by scratching | | | |
| | independently. Students | independently. Students | independently. Students | independently. Students | out (etching) areas of ink | | | |
| | will be required to work | or tempera paint to | | | |
| | together to engineer an | reveal the crayon | | | |
| | armature before applying | armature before applying | armature before applying | armature before applying | applications underneath. | | | |
| | glued strips of newspaper | | | | |
| | to the structure and | | | | |
| | finishing with a primer | | | | |
| | base and tempera or | | | | |
| | acrylic applications. | acrylic applications. | acrylic applications. | acrylic applications. | | | | |
| | | | | LAST DAY | | | | |
| After: | Clean-up of materials and | Clean-up of materials and | Clean-up of materials and | Lasel Project | Clean-up of materials | | | |
| Arter. | supplies. | supplies. | supplies. | Clean-up of materials and | and supplies. | | | |
| | supplies. | supplies. | supplies. | supplies. | und supplies. | | | |
| Desired | The student will learn a | The student will learn | | | |
| Outcome: | new process to create art. | the process of crayon | | | |
| 2 | The student will learn to | etching while gaining an | | | |
| | apply previous learned | apply previous learned | apply previous learned | apply previous learned | understanding of a | | | |
| | elements of art in a new | "resist". The student will | | | |
| | way. The student will learn | way. The student will | way. The student will learn | way. The student will | learn how to incorporate | | | |
| | to organize and create | learn to organize and | to organize and create | learn to organize and | pattern into art works. | | | |
| | work as a group. The | create work as a group. | work as a group. The | create work as a group. | The student will learn | | | |
| | student will learn the | The student will learn the | student will learn the | The student will learn the | the similarities and | | | |
| | culture of pop art. | differences of regular | | | |
| | | | | | patterns and irregular | | | |
| | | | | | patterns. | | | |
| Formative/ | Assessing students | Assessing students | Assessing students | Assessing students | Assessing students | | | |
| Summative | creativity and skills based | creativity and skills | | | |
| | on performance. | on performance. | on performance. | on performance. | based on performance. | | | |
| Higher | What is papier-mâché? | What is papier-mâché? | What is papier-mâché? | What is papier-mâché? | How does a resist work? | | | |
| Order | What is an armature and | How can pattern be | | | |
| Questions: | how is it used to support a | used in a work of art? | | | |
| | sculpture? Why should | sculpture? Why should | sculpture? Why should | sculpture? Why should | What is the difference | | | |
| | some surfaces be | some surfaces be | some surfaces be | some surfaces be | between regular | | | |
| | "primed"? What makes a | patterns and irregular | | | |
| | giant junk food sculpture | patterns? What | | | |
| | successful? | successful? | successful? | successful? | | | | |
| | | | | | | | | |
| | 1 | 1 | 1 | 1 | 1 | | | |

| | | elements make a pattern successful? |
|--|--|--|
| | | |