

CARROLL HIGH SCHOOL LESSON PLANS

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

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

					elements make a pattern successful?
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