

CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Visual Art 1 - Mar 20-24, 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.	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.
Before:	Warm-up: Fill with Flowers Motivation Monday	Warm-up: butterflies True to You Tuesday	Warm-up: beach sunset What/who do you want to be Wednesday	Warm-up: Spring Break Reflection Thursday	Folder check Finish Friday
During:	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. Step 1- Preparation: Students will use Google Classroom to use Craton Etching PDF to learn the process to begin the project. They are to use the handout answer sheet to fill in the vocab definitions and pattern creation exercise.	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. Step 2- decide on an ocean themed image. First, a line drawing is created of a scene. It's best to keep your drawing simple and only use contour lines (outlines). Remember it should kinda look like a coloring page.	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. Continue step 2 or move to Step 3- Next, ink is brushed or applied with a thick permanent marker over the contour lines.	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. Step 3 continued or Step 4- A heavy application of crayon is applied. Remember, you can mix colors. Be sure to cover all of the white specks with crayon.	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. Step 4 continued or Step 5- Ink or black tempera paint is applied, covering the crayon application completely. While the ink is drying, you can consider the patterns that you may use to complete the image.
After:	Turn-in answer sheet	Clean-up of materials and supplies.	Clean-up of materials and supplies.	Clean-up of materials and supplies.	Clean-up of materials and supplies.
Desired Outcome:	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.	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.	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.	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.	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:	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?	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?	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?	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?	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?