

CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Visual Art 1 - Apr 24-28, 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: Motivation Monday | Warm-up: True to You Tuesday | Warm-up: What/who do you want to be Wednesday | Warm-up: Reflection Thursday | Turn-in Folder 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 5 continued or Step 6- Ink or black tempera paint is applied, covering the crayon application completely. Or when the ink is dried completely, etch patterns to reveal the bright colors underneath. | 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 7- etch patterns to reveal the bright colors underneath. | 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 7- etch patterns to reveal the bright colors underneath. | 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 7- etch patterns to reveal the bright colors underneath. | 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 7- etch patterns to reveal the bright colors underneath. Last Day Turn-in |
| After: | Clean-up of materials and supplies. | 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? |