CARROLL HIGH SCHOOL LESSON PLANS Lisenby - Visual Art 1 - Apr 24-28, 2017

Cubiosti	Lisenby - Visual Art 1 - Apr 2		Wadnasday	Thursday	Eridov
Subject: ACCRS:	Monday 1.) Create original works of	Tuesday 1.) Create original works of	Wednesday 1.) Create original works of	Thursday 1.) Create original works of	Friday 1.) Create original works of
ACCIO.	art from direct observation.	art from direct observation.	art from direct observation.	art from direct observation.	art from direct
	3.) Apply steps artists use in	3.) Apply steps artists use in	3.) Apply steps artists use in	3.) Apply steps artists use in	observation. 3.) Apply
	the production of art,	the production of art,	the production of art,	the production of art,	steps artists use in the
	including conceptualizing	including conceptualizing	including conceptualizing	including conceptualizing	production of art,
	ideas and forms, refining	ideas and forms, refining	ideas and forms, refining	ideas and forms, refining	including conceptualizing
	ideas and forms, and	ideas and forms, and	ideas and forms, and	ideas and forms, and	ideas and forms, refining
	reflecting on and evaluating	reflecting on and evaluating	reflecting on and evaluating	reflecting on and evaluating	ideas and forms, and
	both the process of	both the process of	both the process of	both the process of	reflecting on and
	production and the	production and the	production and the	production and the	evaluating both the
	product.4.) Apply the	product.4.) Apply the	product.4.) Apply the	product.4.) Apply the	process of production and
	elements of art and	elements of art and	elements of art and	elements of art and	the product.4.) Apply the
	principles of design to the	principles of design to the	principles of design to the	principles of design to the	elements of art and
	production of two- and three-dimensional	production of two- and three-dimensional	production of two- and three-dimensional	production of two- and three-dimensional	principles of design to the
	artwork.6.) Demonstrate	artwork.6.) Demonstrate	artwork.6.) Demonstrate	artwork.6.) Demonstrate	production of two- and three-dimensional
	safe and responsible	safe and responsible	safe and responsible	safe and responsible	artwork.6.) Demonstrate
	handling of art materials,	handling of art materials,	handling of art materials,	handling of art materials,	safe and responsible
	including cleanup, storage,	including cleanup, storage,	including cleanup, storage,	including cleanup, storage,	handling of art materials,
	and replenishment of	and replenishment of	and replenishment of	and replenishment of	including cleanup, storage,
	supplies where applicable.	supplies where applicable.	supplies where applicable.	supplies where applicable.	and replenishment of
					supplies where applicable.
Deferrer	Warmana	Marm uni	Marmuni	Marm un:	Turn in Folder
Before:	Warm-up:	Warm-up:	Warm-up: What/who do you want to	Warm-up:	Turn-in Folder
ĺ	Motivation Monday	True to You Tuesday		Reflection Thursday	Finish Friday
During	Students will create a large	Students will create a large,	be Wednesday Students will create a large,	Students will create a	Students will create a
During:	Students will create a large, brightly colored crayon	brightly colored crayon	brightly colored crayon	large, brightly colored	large, brightly colored
	etching, applying various	etching, applying various	etching, applying various	crayon etching, applying	crayon etching, applying
	patterns by scratching out	patterns by scratching out	patterns by scratching out	various patterns by	various patterns by
	(etching) areas of ink or	(etching) areas of ink or	(etching) areas of ink or	scratching out (etching)	scratching out (etching)
	tempera paint to reveal the	tempera paint to reveal the	tempera paint to reveal the	areas of ink or tempera	areas of ink or tempera
	crayon applications	crayon applications	crayon applications	paint to reveal the crayon	paint to reveal the crayon
	underneath.	underneath.	underneath.	applications underneath.	applications underneath.
	Step 5 continued or Step 6-	Step 7- etch patterns to	Step 7- etch patterns to	Step 7- etch patterns to	Step 7- etch patterns to
	Ink or black tempera paint	reveal the bright colors	reveal the bright colors	reveal the bright colors	reveal the bright colors
	is applied, covering the	underneath.	underneath.	underneath.	underneath.
	crayon application				_
	completely. Or when the				Last Day
	ink is dried completely, etch				Turn-in
	patterns to reveal the				
After:	bright colors underneath. Clean-up of materials and	Clean-up of materials and	Clean-up of materials and	Clean-up of materials and	Clean-up of materials and
Aitei.	supplies.	supplies.	supplies.	supplies.	supplies.
Desired	The student will learn the	The student will learn the	The student will learn the	The student will learn the	The student will learn the
Outcome:	process of crayon etching	process of crayon etching	process of crayon etching	process of crayon etching	process of crayon etching
	while gaining an	while gaining an	while gaining an	while gaining an	while gaining an
	understanding of a "resist".	understanding of a "resist".	understanding of a "resist".	understanding of a "resist".	understanding of a
	The student will learn how	The student will learn how	The student will learn how	The student will learn how	"resist". The student will
	to incorporate pattern into	to incorporate pattern into	to incorporate pattern into	to incorporate pattern into	learn how to incorporate
	art works. The student will	art works. The student will	art works. The student will	art works. The student will	pattern into art works.
	learn the similarities and	learn the similarities and	learn the similarities and	learn the similarities and	The student will learn the
	differences of regular	differences of regular	differences of regular	differences of regular	similarities and
	patterns and irregular	patterns and irregular	patterns and irregular	patterns and irregular	differences of regular
	patterns.	patterns.	patterns.	patterns.	patterns and irregular
Formative /	Accessing students	According students	According students	According students	patterns.
Formative/ Summative	Assessing students	Assessing students	Assessing students	Assessing students	Assessing students
Junmative	creativity and skills based on performance.	creativity and skills based on performance.	creativity and skills based on performance.	creativity and skills based on performance.	creativity and skills based on performance.
Higher	•	•	·		•
Higher Order	How does a resist work? How can pattern be used in	How does a resist work? How can pattern be used in	How does a resist work? How can pattern be used in	How does a resist work? How can pattern be used	How does a resist work? How can pattern be used
Questions:	a work of art? What is the	a work of art? What is the	a work of art? What is the	in a work of art? What is	in a work of art? What is
Questions.	difference between regular	difference between regular	difference between regular	the difference between	the difference between
	patterns and irregular	patterns and irregular	patterns and irregular	regular patterns and	regular patterns and
	patterns? What elements	patterns? What elements	patterns? What elements	irregular patterns? What	irregular patterns? What
	make a pattern successful?	make a pattern successful?	make a pattern successful?	elements make a pattern	elements make a pattern
				successful?	successful?
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