CARROLL HIGH SCHOOL LESSON PLANS Lisenby - Visual Art 1 - Feb 13-17, 2017

	Lisenby - Visual Art 1 - Feb 1		1	I	
Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	3.) Apply steps artists use	3.) Apply steps artists use in	3.) Apply steps artists use	3.) Apply steps artists use	
	in the production of art,	the production of art,	in the production of art,	in the production of art,	
	including conceptualizing	including conceptualizing	including conceptualizing	including conceptualizing	
	ideas and forms, refining	ideas and forms, refining	ideas and forms, refining	ideas and forms, refining	
	ideas and forms, and	ideas and forms, and	ideas and forms, and	ideas and forms, and	
	reflecting on and evaluating both the	reflecting on and evaluating both the process of	reflecting on and	reflecting on and evaluating both the	
	process of production and	production and the product.	evaluating both the process of production and	process of production and	
	the product. 4.) Apply the	4.) Apply the elements of art	the product. 4.) Apply the	the product. 4.) Apply the	
	elements of art and	and principles of design to	elements of art and	elements of art and	
	principles of design to the	the production of two- and	principles of design to the	principles of design to the	
	production of two- and	three-dimensional artwork.	production of two- and	production of two- and	
	three-dimensional	11.) Describe historical	three-dimensional	three-dimensional	
	artwork. 11.) Describe	themes, symbols, and styles	artwork. 11.) Describe	artwork. 11.) Describe	
	historical themes,	associated with works of art	historical themes,	historical themes,	
	symbols, and styles	from various cultures, times,	symbols, and styles	symbols, and styles	
	associated with works of	and places, including major	associated with works of	associated with works of	
	art from various cultures,	periods and movements.	art from various cultures,	art from various cultures,	
	times, and places,		times, and places,	times, and places,	
	including major periods		including major periods	including major periods	
	and movements.		and movements.	and movements.	
Before:	Warm-up: try your best	Warm-up: Draw an image	Warm-up: draw an image	Warm-up: draw an image	TEACHER WORKDAY
	to draw a rose(s)	of something special inside	of a bunch of balloons	of your favorite candy	
		of a heart shape			Finish Friday - Finish Strong
	Motivation Monday	To a la Val T	Where/who do you want	Reflection Thursday	
5	Florest of A + C +	True to You Tuesday	to be Wednesday	Florida CA CA	
During:	Element of Art: Color	Element of Art: Color	Element of Art: Color	Element of Art: Color	
	Continue color pattern	Continue color pattern	Continue color pattern	Finalize color pattern	
	project. Students will	project. Students will	project. Students will	project. Students will continue adding three to	
	continue adding three to eight color patterns to fill	continue adding three to eight color patterns to fill in	continue adding three to eight color patterns to fill	eight color patterns to fill	
	in shapes. Students will	shapes. Students will use	in shapes. Students will	in shapes. Students will	
	use Nikki Farquharson's	Nikki Farquharson's web	use Nikki Farguharson's	use Nikki Farquharson's	
	web page for reference.	page for reference.	web page for reference.	web page for reference.	
		,		Students will make final	
				adjustments to artwork.	
After:	Put materials back in	Put materials back in place,	Put materials back in	Put materials back in	
	place, check to make sure	check to make sure name is	place, check to make sure	place, check to make sure	
	name is on paper and	on paper and turn-in.	name is on paper and	name is on paper and	
	turn-in.		turn-in.	turn-in finalized project.	
Desired	The student will learn a	The student will learn a	The student will learn a	The student will learn a	
Outcome:	new process to create	new process to create color	new process to create	new process to create	
	color patterns. The	patterns. The student will	color patterns. The	color patterns. The	
	student will learn to apply	learn to apply previous	student will learn to apply	student will learn to apply	
	previous learned	learned elements of art in a	previous learned	previous learned	
	elements of art in a new way. The student will	new way. The student will learn from observing works	elements of art in a new way. The student will	elements of art in a new way. The student will	
	learn from observing	of art from an inspiration	learn from observing	learn from observing	
	works of art from an	artist.	works of art from an	works of art from an	
	inspiration artist.	G. 610 G.	inspiration artist.	inspiration artist.	
Formative/	Assessing students	Assessing students	Assessing students	Assessing students	
Summative	creativity and skills based	creativity and skills based	creativity and skills based	creativity and skills based	
	on performance.	on performance.	on performance.	on performance.	
	,	,	,	,	
Higher	Who is Nikki	Who is Nikki Farquharson?	Who is Nikki	Who is Nikki	
Order	Farguharson? How does	How does Nikki create	Farguharson? How does	Farguharson? How does	
Questions:	Nikki create artwork	artwork using color? Why	Nikki create artwork using	Nikki create artwork using	
-	using color? Why would	would you want to	color? Why would you	color? Why would you	
	you want to implement a	implement a pre-planned	want to implement a	want to implement a	
	pre-planned process to	process to artwork? What is	pre-planned process to	pre-planned process to	
	artwork? What is a color	a color pattern? What are	artwork? What is a color	artwork? What is a color	
	pattern? What are color	color swatches? What color	pattern? What are color	pattern? What are color	
	swatches? What color	schemes are best for	swatches? What color	swatches? What color	
	schemes are best for	creating color patterns?	schemes are best for	schemes are best for	
	creating color patterns?		creating color patterns?	creating color patterns?	