

CARROLL HIGH SCHOOL LESSON PLANS

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

Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	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. 11.) Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements.	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. 11.) Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements.	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. 11.) Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements.	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. 11.) Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements.	
Before:	Warm-up: try your best to draw a rose(s) Motivation Monday	Warm-up: Draw an image of something special inside of a heart shape True to You Tuesday	Warm-up: draw an image of a bunch of balloons Where/who do you want to be Wednesday	Warm-up: draw an image of your favorite candy Reflection Thursday	TEACHER WORKDAY Finish Friday - Finish Strong
During:	Element of Art: Color Continue color pattern project. Students will continue adding three to eight color patterns to fill in shapes. Students will use Nikki Farquharson's web page for reference.	Element of Art: Color Continue color pattern project. Students will continue adding three to eight color patterns to fill in shapes. Students will use Nikki Farquharson's web page for reference.	Element of Art: Color Continue color pattern project. Students will continue adding three to eight color patterns to fill in shapes. Students will use Nikki Farquharson's web page for reference.	Element of Art: Color Finalize color pattern project. Students will continue adding three to eight color patterns to fill in shapes. Students will use Nikki Farquharson's web page for reference. Students will make final adjustments to artwork.	
After:	Put materials back in place, check to make sure name is on paper and turn-in.	Put materials back in place, check to make sure name is on paper and turn-in.	Put materials back in place, check to make sure name is on paper and turn-in.	Put materials back in place, check to make sure name is on paper and turn-in finalized project.	
Desired Outcome:	The student will learn a new process to create color patterns. The student will learn to apply previous learned elements of art in a new way. The student will learn from observing works of art from an inspiration artist.	The student will learn a new process to create color patterns. The student will learn to apply previous learned elements of art in a new way. The student will learn from observing works of art from an inspiration artist.	The student will learn a new process to create color patterns. The student will learn to apply previous learned elements of art in a new way. The student will learn from observing works of art from an inspiration artist.	The student will learn a new process to create color patterns. The student will learn to apply previous learned elements of art in a new way. The student will learn from observing works of art from an inspiration artist.	
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.	
Higher Order Questions:	Who is Nikki Farquharson? How does Nikki create artwork using color? Why would you want to implement a pre-planned process to artwork? What is a color pattern? What are color swatches? What color schemes are best for creating color patterns?	Who is Nikki Farquharson? How does Nikki create artwork using color? Why would you want to implement a pre-planned process to artwork? What is a color pattern? What are color swatches? What color schemes are best for creating color patterns?	Who is Nikki Farquharson? How does Nikki create artwork using color? Why would you want to implement a pre-planned process to artwork? What is a color pattern? What are color swatches? What color schemes are best for creating color patterns?	Who is Nikki Farquharson? How does Nikki create artwork using color? Why would you want to implement a pre-planned process to artwork? What is a color pattern? What are color swatches? What color schemes are best for creating color patterns?	