

CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Visual Art 1 - Feb 20-24, 2017

Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:		7.) Describe personal, sensory, emotional, and intellectual responses to the visual qualities of a work of art. 8.) Evaluate selected works of art to determine the effectiveness of their organization. 9.) Compare works of art with functional and natural objects, aesthetic components, and formal qualities. 10.) Utilize specialized terminology from art history, aesthetics, criticism, and production in discussions of works of art. 11.) Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements.	7.) Describe personal, sensory, emotional, and intellectual responses to the visual qualities of a work of art. 8.) Evaluate selected works of art to determine the effectiveness of their organization. 9.) Compare works of art with functional and natural objects, aesthetic components, and formal qualities. 10.) Utilize specialized terminology from art history, aesthetics, criticism, and production in discussions of works of art. 11.) Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements.	7.) Describe personal, sensory, emotional, and intellectual responses to the visual qualities of a work of art. 8.) Evaluate selected works of art to determine the effectiveness of their organization. 9.) Compare works of art with functional and natural objects, aesthetic components, and formal qualities. 10.) Utilize specialized terminology from art history, aesthetics, criticism, and production in discussions of works of art. 11.) Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements.	7.) Describe personal, sensory, emotional, and intellectual responses to the visual qualities of a work of art. 8.) Evaluate selected works of art to determine the effectiveness of their organization. 9.) Compare works of art with functional and natural objects, aesthetic components, and formal qualities. 10.) Utilize specialized terminology from art history, aesthetics, criticism, and production in discussions of works of art. 11.) Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements.
Before:	HOLIDAY	Warm-up: draw an image of or related to Abraham Lincoln True to You Tuesday	Warm-up: Presidents Where/who do you want to be Wednesday	Warm-up: Rosa Parks Reflection Thursday	Warm-up: Black history Finish Friday - Finish Strong
During:		Element of Art- Color Sculpture Vocab. Introduction to sculpture: Different types of sculpture...kinetic, relief, ceramic, wire, etc. Videos on sculpture for visual aides	Introduction to sculpture project.		
After:		Sculpture exit slip	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.	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 art. 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 various artists. Student will learn how science is crossed with art. Student will learn about cultural sculpture.	The student will learn a new process to create art. 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 various artists. Student will learn how science is crossed with art. Student will learn about cultural sculpture.	The student will learn a new process to create art. 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 various artists. Student will learn how science is crossed with art. Student will learn about cultural sculpture.	The student will learn a new process to create art. 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 various artists. Student will learn how science is crossed with art. Student will learn about cultural sculpture.
Formative /Summative		Assessing students knowledge on types of sculpture.	Assessing students creativity and skills based on performance.	Assessing students creativity and skills based on performance.	
Higher Order Questions:		What does kinetic mean and how is it used in sculpture? How is sculpture used in other cultures? What are the different types of sculpture and what materials are used for their creation?	What does kinetic mean and how is it used in sculpture? How is sculpture used in other cultures? What are the different types of sculpture and what materials are used for their creation?	What does kinetic mean and how is it used in sculpture? How is sculpture used in other cultures? What are the different types of sculpture and what materials are used for their creation?	What does kinetic mean and how is it used in sculpture? How is sculpture used in other cultures? What are the different types of sculpture and what materials are used for their creation?

