CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Visual Art 2 - Apr 17-21, 2017

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Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	1.) Create works of art with	1.) Create works of art with	1.) Create works of art with	1.) Create works of art with	1.) Create works of art with
	a variety of visual	a variety of visual	a variety of visual	a variety of visual	a variety of visual
	relationships. 2.) Produce	relationships. 2.) Produce	relationships. 2.) Produce	relationships. 2.) Produce	relationships. 2.) Produce
	works of art using a variety	works of art using a variety	works of art using a variety	works of art using a variety	works of art using a variety
	of techniques. 3.)	of techniques. 3.)	of techniques. 3.)	of techniques. 3.)	of techniques. 3.)
	Demonstrate safe handling	Demonstrate safe handling	Demonstrate safe handling	Demonstrate safe handling	Demonstrate safe handling
	of tools according to studio	of tools according to studio	of tools according to studio	of tools according to studio	of tools according to studio
	and environmental	and environmental	and environmental	and environmental	and environmental
	practices, procedures, and	practices, procedures, and	practices, procedures, and	practices, procedures, and	practices, procedures, and
	regulations.	regulations.	regulations.	regulations.	regulations.
Before:	Motivation Monday	True to You Tuesday	Who you want to be,	Throwback reflection	Finish Friday
Belore.	Wouvation Worlday	True to rou ruesuay	Where you want to be Wed	Thursday	Timisit triday
	Supply Gathering	Supply gathering	Supply gathering	Supply gathering	Supply Gathering
During:	Students will create a	Students will create a	Students will create a	Students will create a	Students will create a series
During.	series of different	series of different	series of different	series of different	of different Sketchbook
	Sketchbook images based	Sketchbook images based	Sketchbook images based	Sketchbook images based	images based off a specific
	off a specific topic.	off a specific topic.	off a specific topic.	off a specific topic.	topic.
	on a specific topic.	on a specime topic.	on a specime topic.	on a specime topic.	topic.
	Day 1: SB#18 Realistic VS	Day 2: SB#19 Crushed	Day 3: SB#20 Worm's Eye	Day 4: SB#21 Bird's Eye	Day 5: SB#22 Paper
	Abstract: Choose one	Soda Can: Draw a crushed	Point of View: Draw your	Point of View: Draw your	Airplane: Fold a paper
	object to draw (an	soda can, include details	choice of subject matter	choice of subject matter	airplane, place it in front of
	interesting one! NOT	like the logo. Render with	from a worm's eye point of	from a bird's eye point of	you & draw from direct
	simple!) Divide you	full shading. <i>Medium:</i>	view. From below looking	view. From above looking	observation as accurately
	sketchbook page in half	drawing pencils	up at the subject. Add	down at the subject. Add	as you can. ADD FULL
	with a pencil line. Label at		shading to indicate	shading to indicate	SHADING <i>Medium:</i> drawing
	the top of one side		highlights & shadows.	highlights & shadows.	pencil
	"Realistic" & on the other		Medium: drawing pencil	Medium: drawing pencil	
	side label "Abstract."				
	Under the Realistic side,				
	use a pencil to draw the				
	object as realistically as				
	you possibly can. On the				
	Abstract side, distort your				
	object so that it is still				
	somewhat recognizable				
	-use abstracted colors to				Turn-in Sketchbook at the
	color it. <i>Medium:</i> Colored				end of class
	Pencils				
After:	Students will clean area	Students will clean area	Students will clean area	Students will clean area	Students will clean area
Aitel.	and put away materials	and put away materials	and put away materials	and put away materials	and put away materials and
	and supplies.	and supplies.	and supplies.	and 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 for creating a	process for creating a	process for creating a	process for creating a	process for creating a series
	series of different works of	series of different works of art as well time	series of different works of	series of different works	of different works of art as
	art as well time management preparing for	management preparing for	art as well time	of art as well time	well time management
	deadlines. Practice critical	deadlines.	management preparing for deadlines.	management preparing for deadlines.	preparing for deadlines.
	thinking and problem	uedulliles.	ueduilles.	ioi ucauiiics.	
	solving.				
Formative/	Assessing students	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	creativity and skills based
	on performance.	on performance.	on performance.	on performance.	on performance.
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Higher	How can I finish the work	How can I finish the work	How can I finish the work	How can I finish the work	How can I finish the work of
Order	of art aligning with a set	of art aligning with a set	of art aligning with a set	of art aligning with a set	art aligning with a set topic
Questions:	topic and theme?	topic and theme?	topic and theme?	topic and theme?	and theme?
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