

CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Visual Art 2 - Apr 24-28, 2017

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