

# CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Visual Art 3 - Mar 20-24, 2017

Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
<b>ACCRS:</b>	2.) Employ a diverse range of traditional media, digital media, multimedia, techniques, styles, tools, concepts, and processes in producing meaningful and expressive compositions. 4.) Demonstrate independent research related to studio work.3.) Produce a self-critique of a work in progress. 7.) Explain purpose, function, and meaning of selected works of art from a variety of cultures, times, and places.	2.) Employ a diverse range of traditional media, digital media, multimedia, techniques, styles, tools, concepts, and processes in producing meaningful and expressive compositions. 4.) Demonstrate independent research related to studio work.3.) Produce a self-critique of a work in progress. 7.) Explain purpose, function, and meaning of selected works of art from a variety of cultures, times, and places.	2) Employ a diverse range of traditional media, digital media, multimedia, techniques, styles, tools, concepts, and processes in producing meaningful and expressive compositions. 4.) Demonstrate independent research related to studio work.3.) Produce a self-critique of a work in progress. 7.) Explain purpose, function, and meaning of selected works of art from a variety of cultures, times, and places.	2) Employ a diverse range of traditional media, digital media, multimedia, techniques, styles, tools, concepts, and processes in producing meaningful and expressive compositions. 4.) Demonstrate independent research related to studio work.3.) Produce a self-critique of a work in progress. 7.) Explain purpose, function, and meaning of selected works of art from a variety of cultures, times, and places.	2) Employ a diverse range of traditional media, digital media, multimedia, techniques, styles, tools, concepts, and processes in producing meaningful and expressive compositions. 4.) Demonstrate independent research related to studio work.3.) Produce a self-critique of a work in progress. 7.) Explain purpose, function, and meaning of selected works of art from a variety of cultures, times, and places.
<b>Before:</b>	Motivation Monday Project Intro	True to You Tuesday Supply gathering	Who /Where you want to be Wednesday Supply gathering	Throwback reflection Thursday Supply gathering	Finish Friday Supply Gathering
<b>During:</b>	Students will create a series of hand-pulled relief prints, carved from linoleum, and printed on slightly larger paper. The teacher will present the presentation entitled "Linocuts", followed by the "Introduction Video". The teacher will discuss the process of relief printmaking and demonstrate successful cuts with the cutting tools. <b>The teacher will stress the importance of safety and if possible, monitor each student's first cuts to ensure proper and safe technique.</b>	Students will create a series of hand-pulled relief prints, carved from linoleum, and printed on slightly larger paper. The teacher will present the presentation entitled "Linocuts", followed by the "Introduction Video". The teacher will discuss the process of relief printmaking and demonstrate successful cuts with the cutting tools. <b>The teacher will stress the importance of safety and if possible, monitor each student's first cuts to ensure proper and safe technique.</b>	Students will create a series of hand-pulled relief prints, carved from linoleum, and printed on slightly larger paper. The teacher will present the presentation entitled "Linocuts", followed by the "Introduction Video". The teacher will discuss the process of relief printmaking and demonstrate successful cuts with the cutting tools. <b>The teacher will stress the importance of safety and if possible, monitor each student's first cuts to ensure proper and safe technique.</b>	Students will create a series of hand-pulled relief prints, carved from linoleum, and printed on slightly larger paper. The teacher will present the presentation entitled "Linocuts", followed by the "Introduction Video". The teacher will discuss the process of relief printmaking and demonstrate successful cuts with the cutting tools. <b>The teacher will stress the importance of safety and if possible, monitor each student's first cuts to ensure proper and safe technique.</b>	Students will create a series of hand-pulled relief prints, carved from linoleum, and printed on slightly larger paper. The teacher will present the presentation entitled "Linocuts", followed by the "Introduction Video". The teacher will discuss the process of relief printmaking and demonstrate successful cuts with the cutting tools. <b>The teacher will stress the importance of safety and if possible, monitor each student's first cuts to ensure proper and safe technique.</b>
<b>After:</b>	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.
<b>Desired Outcome:</b>	The student will learn the process of relief printmaking by creating a series of hand-pulled prints carved from linoleum blocks. The student will learn to create balance between dark and light areas by creating a variety of lines and shapes in their prints.	The student will learn the process of relief printmaking by creating a series of hand-pulled prints carved from linoleum blocks. The student will learn to create balance between dark and light areas by creating a variety of lines and shapes in their prints.	The student will learn the process of relief printmaking by creating a series of hand-pulled prints carved from linoleum blocks. The student will learn to create balance between dark and light areas by creating a variety of lines and shapes in their prints.	The student will learn the process of relief printmaking by creating a series of hand-pulled prints carved from linoleum blocks. The student will learn to create balance between dark and light areas by creating a variety of lines and shapes in their prints.	The student will learn the process of relief printmaking by creating a series of hand-pulled prints carved from linoleum blocks. The student will learn to create balance between dark and light areas by creating a variety of lines and shapes in their prints.
<b>Formative/ Summative</b>	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.
<b>Higher Order Questions:</b>	What is relief printmaking? How is the thought process of creating a print different from creating a drawing? How can I create a balance between dark and light areas in a print? What qualities are present in a successful series of prints?	What is relief printmaking? How is the thought process of creating a print different from creating a drawing? How can I create a balance between dark and light areas in a print? What qualities are present in a successful series of prints?	What is relief printmaking? How is the thought process of creating a print different from creating a drawing? How can I create a balance between dark and light areas in a print? What qualities are present in a successful series of prints?	What is relief printmaking? How is the thought process of creating a print different from creating a drawing? How can I create a balance between dark and light areas in a print? What qualities are present in a successful series of prints?	What is relief printmaking? How is the thought process of creating a print different from creating a drawing? How can I create a balance between dark and light areas in a print? What qualities are present in a successful series of prints?