## CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Visual Art 3 - Apr 10-14, 2017

C 1 ·	•				
Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	2.) Employ a diverse range	2.) Employ a diverse range	2) Employ a diverse range of traditional media, digital	<ol> <li>Employ a diverse range of traditional media, digital</li> </ol>	
	of traditional media, digital	of traditional media, digital	media, multimedia,	media, multimedia,	
	media, multimedia,	media, multimedia,	techniques, styles, tools,	techniques, styles, tools,	
	techniques, styles, tools,	techniques, styles, tools,	concepts, and processes in	concepts, and processes in	
	concepts, and processes in producing meaningful and	concepts, and processes in producing meaningful and	producing meaningful and	producing meaningful and	
	expressive compositions.	expressive compositions.	expressive compositions.	expressive compositions.	
	4.) Demonstrate	4.) Demonstrate	4.) Demonstrate	4.) Demonstrate	
	independent research	independent research	independent research	independent research	
	related to studio work.3.)	related to studio work.3.)	related to studio work.3.)	related to studio work.3.)	
	Produce a self-critique of a	Produce a self-critique of a	Produce a self-critique of a	Produce a self-critique of a	
	work in progress. 7.)	work in progress. 7.)	work in progress. 7.)	work in progress. 7.)	
	Explain purpose, function,	Explain purpose, function,	Explain purpose, function,	Explain purpose, function,	
	and meaning of selected	and meaning of selected	and meaning of selected	and meaning of selected	
	works of art from a variety	works of art from a variety	works of art from a variety	works of art from a variety	
	of cultures, times, and	of cultures, times, and	of cultures, times, and	of cultures, times, and places.	
	places.	places.	places.	places.	
Before:	Motivation Monday	True to You Tuesday	Who /Where you want to	Throwback reflection	Good Friday
before.	Project Intro	Supply gathering	be Wednesday	Thursday	Good maay
During:	i roject intro	Supply Bathering	Supply gathering	Supply gathering	
	Students will create a	Students will create a			
	Students will create a series of hand-pulled relief	Students will create a series of hand-pulled relief	Students will create a series of hand-pulled relief	Students will create a series of hand-pulled relief	
	prints, carved from	prints, carved from	prints, carved from	prints, carved from	
	linoleum, and printed on	linoleum, and printed on	linoleum, and printed on	linoleum, and printed on	
	slightly larger paper. The	slightly larger paper. The	slightly larger paper. The	slightly larger paper. The	
	teacher will present the	teacher will present the	teacher will present the	teacher will present the	
	presentation entitled	presentation entitled	presentation entitled	presentation entitled	
	"Linocuts", followed by	"Linocuts", followed by	"Linocuts", followed by	"Linocuts", followed by	
	the "Introduction Video".	the "Introduction Video".	the "Introduction Video".	the "Introduction Video".	
	The teacher will discuss	The teacher will discuss	The teacher will discuss	The teacher will discuss	
	the process of relief	the process of relief	the process of relief	the process of relief	
	printmaking and	printmaking and	printmaking and	printmaking and	
	demonstrate successful	demonstrate successful	demonstrate successful	demonstrate successful	
	cuts with the cutting tools.	cuts with the cutting tools.	cuts with the cutting tools.	cuts with the cutting tools.	
	The teacher will stress the	The teacher will stress the	The teacher will stress the	The teacher will stress the	
			incompany of a factor and	increase and a set of a state of a set	
	importance of safety and if possible monitor each	importance of safety and if possible monitor each	importance of safety and if possible monitor each	importance of safety and if possible monitor each	
	if possible, monitor each	if possible, monitor each	if possible, monitor each	if possible, monitor each	
	if possible, monitor each student's first cuts to	if possible, monitor each student's first cuts to	if possible, monitor each student's first cuts to	if possible, monitor each student's first cuts to	
	if possible, monitor each	if possible, monitor each	if possible, monitor each	if possible, monitor each	
After:	if possible, monitor each student's first cuts to ensure proper and safe	if possible, monitor each student's first cuts to ensure proper and safe	if possible, monitor each student's first cuts to ensure proper and safe	if possible, monitor each student's first cuts to ensure proper and safe	
After:	if possible, monitor each student's first cuts to ensure proper and safe technique.	if possible, monitor each student's first cuts to ensure proper and safe technique.	if possible, monitor each student's first cuts to ensure proper and safe technique.	if possible, monitor each student's first cuts to ensure proper and safe technique.	
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