## CARROLL HIGH SCHOOL LESSON PLANS

ACCRS: 1.) Create works of art that communicate specific concepts, emotions, and intentions. 2.) Employ a diverse range of traditional media, digital media, multimedia, techniques, styles, tools, concepts, and processes in producing meaningful and expressive compositions.    Before:   Motivation Monday Project Intro   Students will create a series of different Sketch Journal images based off a specific topic.	Lisenby - Visual Art 3 - Apr 24-28, 2017						
communicate specific concepts, emotions, and intentions. 2. Employ a diverse range of traditional media, digital media, multimedia, techniques, styles, tools, concepts, and processes in producing meaningful and expressive compositions.  Before: Motivation Monday Project Intro  During: Students will create a series of different Sketch Journal images based off a specific topic.  Day 1: SB Journal #12 Day 2: SB Journal #13 Day 3: SB Journal #14 Day 3: SB Journal #15 Day 3: SB Journa	Subject:	Monday	Tuesday	Wednesday	Thursday	Friday	
During:  Students will create a series of different Sketch Journal images based off a specific topic.  Day 1: SB Journal #12  What's your favorite fairy tale? Draw or paint your favorite scene.  Desired Outcome:  The students will clean area and put away materials and supplies.  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.  Formative/  Summative Supply gathering  Students will create a series of different Sketch Journal images based off a specific topic.  Students will create a series of different Sketch Journal images based off a specific topic.  Day 2: SB Journal #12  Day 3: SB Journal #14  Day 3: SB Journal #14  Live in the moment. Journal page around the last time that you traveled.  Students will clean area and put away materials and supplies.  Students will clean area and put away materials and supplies.  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.  Formative/  Assessing students  Gractivy and skills based on performance.  By Whot's your favorite fairy tale? Draw or paint your favorite fairy ta		communicate specific concepts, emotions, and intentions.2.) Employ a diverse range of traditional media, digital media, multimedia, techniques, styles, tools, concepts, and processes in producing meaningful and expressive	communicate specific concepts, emotions, and intentions.2.) Employ a diverse range of traditional media, digital media, multimedia, techniques, styles, tools, concepts, and processes in producing meaningful and expressive	communicate specific concepts, emotions, and intentions.2.) Employ a diverse range of traditional media, digital media, multimedia, techniques, styles, tools, concepts, and processes in producing meaningful and expressive	communicate specific concepts, emotions, and intentions.2.) Employ a diverse range of traditional media, digital media, multimedia, techniques, styles, tools, concepts, and processes in producing meaningful and expressive	reate works of art that communicate specific concepts, emotions, and intentions.2.) Employ a diverse range of traditional media, digital media, multimedia, techniques, styles, tools, concepts, and processes in producing meaningful and expressive compositions.	
series of different Sketch Journal images based off a specific topic.  Day 1: SB Journal #12  What's your favorite fairy tale? Draw or paint your favorite scene.  After:  Students will clean area and put away materials and supplies.  The student will learn the process for creating a series of different Sketch Journal images based off a specific topic.  Day 3: SB Journal #14  Day 4: SB Journal #15  Day 5: SB Journal #16  Day 4: SB Journal #15  Day 5: SB Journal #17  Day 5: SB Journal #18  Day 5: SB Journal #19  Day 5: SB Journal #10  Day 4: SB Journal #15  Day 5: SB Journal #10  Day 4: SB Journal #15  Day 5: SB Journal #16  Day 4: SB Journal #15  Day 5: SB Journal #16  Day 4: SB Journal #17  Day 4: SB Journal #15  Day 4: SB Journal #15  Day 5: SB Journal #16  Day 4: SB Journal #17  Day 4: SB Journal #17  Day 4: SB Journal #15  Day 5: SB Journal #16  Day 4: SB Journal #17  Day 5: SB Journal #18  Day 4: SB Journal #19  Day 4: SB Journal #15  Day 5: SB Journal #16  Day 4: SB Journal #17  Day 4: SB Journal #18  Day 5: SB Journal #19  Day 4: SB Jo	Before:	•	I	be Wednesday	Thursday	Finish Friday Supply Gathering	
tale? Draw or paint your favorite scene.  If inspires you. What characteristics of that person make her so inspirational? Use those characteristics to inspire your journal page.  Students will clean area and put away materials and supplies.  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.  Formative/ Summative Summative Conder on performance.  Higher How can I finish the work of art aligning with a set of art aligning with a	During:	series of different Sketch Journal images based off a specific topic.	series of different Sketch Journal images based off a specific topic.	series of different Sketch Journal images based off a specific topic.	series of different Sketch Journal images based off a specific topic.	Students will create a series of different Sketch Journal images based off a specific topic.  Day 5: SB Journal #16	
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.  Formative/Summative  Higher How can I finish the work Order  The student will learn the process for creatings and supplies.  The student will learn the process for creating a series of different works of ard supplies.  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.  Assessing students creativity and skills based on performance.  and put away materials and supplies.  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.  Formative/ Summative  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.  Assessing students creativity and skills based on performance.  Assessing students creativity and skills based on performance.  How can I finish the work of art aligning with a set of art aligni		tale? Draw or paint your	inspires you. What characteristics of that person make her so inspirational? Use those characteristics to inspire	Journal about whatever's	around the last time that	Write down some of your life mantras such as, "Choose love. Follow your heart. Live in the moment." Write them over and over again on your journal page, but use different lettering styles each time.	
Outcome:  process for creating a series of different works of art as well time management preparing for deadlines. Practice critical thinking and problem solving.  Formative/ Summative  Higher  Outcome:  process for creating a series of different works of art as well time management preparing for deadlines. Practice critical thinking and problem solving.  process for creating a series of different works of art as well time management preparing for deadlines. Practice critical thinking and problem solving.  Assessing students creativity and skills based on performance.  Higher  Order  Outcome:  process for creating a series of different works of art as well time management preparing for deadlines. Practice critical thinking and problem solving.  Assessing students creativity and skills based on performance.  Assessing students creativity and skills based on performance.  How can I finish the work of art aligning with a set of different works of art as well time management preparing for deadlines. Practice critical thinking and problem solving.  Assessing students creativity and skills based on performance.  Assessing students creativity and skills based on performance.  Assessing students creativity and skills based on performance.  How can I finish the work of art aligning with a set of different works of art as well time management preparing for deadlines. Practice critical thinking and problem solving.  Assessing students creativity and skills based on performance.  How can I finish the work of art aligning with a set of art aligning with a set of art alignin	After:	and put away materials	Students will clean area and put away materials and supplies.				
Summative creativity and skills based on performance. on performance.  Higher How can I finish the work of art aligning with a set of art aligning with	Outcome:	process for creating a series of different works of art as well time management preparing for deadlines. Practice critical thinking and problem solving.	process for creating a series of different works of art as well time management preparing for deadlines. Practice critical thinking and problem solving.	process for creating a series of different works of art as well time management preparing for deadlines. Practice critical thinking and problem solving.	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. Practice critical thinking and problem solving.	
Order of art aligning with a set art aligning with a	Summative	creativity and skills based on performance.	· ·				
	Order	of art aligning with a set	of art aligning with a set		of art aligning with a set	How can I finish the work of art aligning with a set topic and theme?	