

CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Visual Art 3 - May 1-5, 2017

Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	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.	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. 5.) Apply the four-step process of critical analysis to works of art, including describing what is seen, analyzing how each artist arranged the elements of art and principles of design, interpreting expressive intent and purpose, and judging the effectiveness of communication.	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. 5.) Apply the four-step process of critical analysis to works of art, including describing what is seen, analyzing how each artist arranged the elements of art and principles of design, interpreting expressive intent and purpose, and judging the effectiveness of communication.	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. 5.) Apply the four-step process of critical analysis to works of art, including describing what is seen, analyzing how each artist arranged the elements of art and principles of design, interpreting expressive intent and purpose, and judging the effectiveness of communication.	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. 5.) Apply the four-step process of critical analysis to works of art, including describing what is seen, analyzing how each artist arranged the elements of art and principles of design, interpreting expressive intent and purpose, and judging the effectiveness of communication.
Before:	Motivation Monday Supply gathering for printmaking	True to You Tuesday Supply gathering	Who /Where you want to be Wednesday Supply gathering	Throwback reflection Thursday Supply gathering	Finish Friday Supply gathering
During:	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. The teacher will stress the importance of safety and if possible, monitor each student's first cuts to ensure proper and safe technique.	Introduction to super magnified line drawings - O'Keefe connection. Contour study of a complex natural object. Using direct observation, students will focus on a close-up area of a pinecone and draw both inner and outer contour lines with line quality on large white or gray paper using marker, charcoal, or conte.	Continue: Contour study of a complex natural object. Using direct observation, students will focus on a close-up area of a pinecone and draw both inner and outer contour lines with line variety on large white or gray paper using marker, charcoal, or conte.	Continue: Contour study of a complex natural object. Using direct observation, students will focus on a close-up area of a pinecone and draw both inner and outer contour lines with line variety on large white or gray paper using marker, charcoal, or conte.	Continue: Contour study of a complex natural object. Using direct observation, students will focus on a close-up area of a pinecone and draw both inner and outer contour lines with line variety on large white or gray paper using marker, charcoal, or conte.
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 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 concept of contour lines. The student will learn line quality and the effects on form and light. The student will learn about an American artist, Georgia O'Keefe,"The mother of American Modernism."	The student will learn the concept of contour lines. The student will learn line quality and the effects on form and light. The student will learn about an American artist, Georgia O'Keefe,"The mother of American Modernism."	The student will learn the concept of contour lines. The student will learn line quality and the effects on form and light. The student will learn about an American artist, Georgia O'Keefe,"The mother of American Modernism."	The student will learn the concept of contour lines. The student will learn line quality and the effects on form and light. The student will learn about an American artist, Georgia O'Keefe,"The mother of American Modernism."
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:	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?	Who is Georgia O'Keefe? How can contour lines effect form and light? How can line quality enhance a drawing?	Who is Georgia O'Keefe? How can contour lines effect form and light? How can line quality enhance a drawing?	Who is Georgia O'Keefe? How can contour lines effect form and light? How can line quality enhance a drawing?	Who is Georgia O'Keefe? How can contour lines effect form and light? How can line quality enhance a drawing?