CARROLL HIGH SCHOOL LESSON PLANS

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

	Lisenby - Visual Art 3 - May 2		I	T	ı
Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	2.) Employ a diverse range of	1.) Create works of art that	reate works of art that	reate works of art that	reate works of art that
	traditional media, digital	communicate specific	communicate specific	communicate specific	communicate specific
	media, multimedia,	concepts, emotions, and	concepts, emotions, and	concepts, emotions, and	concepts, emotions, and
	techniques, styles, tools,	intentions.2.) Employ a	intentions.2.) Employ a	intentions.2.) Employ a	intentions.2.) Employ a
	concepts, and processes in	diverse range of traditional	diverse range of traditional	diverse range of traditional	diverse range of traditional
	producing meaningful and	media, digital media,	media, digital media,	media, digital media,	media, digital media,
	expressive compositions. 4.)	multimedia, techniques,	multimedia, techniques,	multimedia, techniques,	multimedia, techniques,
	Demonstrate independent	styles, tools, concepts, and	styles, tools, concepts, and	styles, tools, concepts, and	styles, tools, concepts, and
	research related to studio	processes in producing	processes in producing	processes in producing	processes in producing
	work.3.) Produce a	meaningful and expressive compositions. 5.) Apply the	meaningful and expressive compositions. 5.) Apply the	meaningful and expressive compositions. 5.) Apply the	meaningful and expressive compositions. 5.) Apply the
	self-critique of a work in	four-step process of critical	four-step process of critical	four-step process of critical	four-step process of critical
	progress. 7.) Explain purpose,	analysis to works of art,	analysis to works of art,	analysis to works of art,	analysis to works of art,
	function, and meaning of selected works of art from a	including describing what is	including describing what is	including describing what is	including describing what is
	variety of cultures, times, and	seen, analyzing how each	seen, analyzing how each	seen, analyzing how each	seen, analyzing how each
	places.	artist arranged the elements	artist arranged the	artist arranged the	artist arranged the elements
	places.	of art and principles of	elements of art and	elements of art and	of art and principles of
		design, interpreting	principles of design,	principles of design,	design, interpreting
		expressive intent and	interpreting expressive	interpreting expressive	expressive intent and
		purpose, and judging the	intent and purpose, and	intent and purpose, and	purpose, and judging the
		effectiveness of	judging the effectiveness of	judging the effectiveness of	effectiveness of
		communication.	communication.	communication.	communication.
Before:	Motivation Monday	True to You Tuesday	Who /Where you want to	Throwback reflection	Finish Friday
	Supply gathering for	Supply gathering	be Wednesday	Thursday	Supply gathering
	printmaking		Supply gathering	Supply gathering	
During:	Students will create a series	Introduction to super	Continue: Contour study	Continue: Contour study of	Continue: Contour study of
•	of hand-pulled relief prints,	magnified line drawings -	of a complex natural	a complex natural object.	a complex natural object.
	carved from linoleum, and	O'Keefe connection.	object. Using direct	Using direct observation,	Using direct observation,
	printed on slightly larger		observation, students will	students will focus on a	students will focus on a
	paper. The teacher will	Contour study of a complex	focus on a close-up area of	close-up area of a	close-up area of a pinecone
	present the presentation	natural object. Using direct	a pinecone and draw both	pinecone and draw both	and draw both inner and
	entitled "Linocuts", followed	observation, students will	inner and outer contour	inner and outer contour	outer contour lines with
	by the "Introduction Video".	focus on a close-up area of	lines with line variety on	lines with line variety on	line variety on large white
	The teacher will discuss the	a pinecone and draw both	large white or gray paper	large white or gray paper	or gray paper using marker,
	process of relief printmaking	inner and outer contour	using marker, charcoal, or	using marker, charcoal, or	charcoal, or conte.
	and demonstrate successful	lines with line quality on	conte.	conte.	
	cuts with the cutting tools.	large white or gray paper			
	The teacher will stress the	using marker, charcoal, or			
	importance of safety and if	conte.			
	possible, monitor each student's first cuts to				
	ensure proper and safe				
	technique.				
After:	Students will clean area and	Students will clean area	Students will clean area	Students will clean area	Students will clean area and
, c	put away materials and	and put away materials and	and put away materials	and put away materials	put away materials and
	supplies.	supplies.	and supplies.	and supplies.	supplies.
5			' '		
Desired	The student will learn the	The student will learn the	The student will learn the	The student will learn the	The student will learn the
Outcome:	process of relief printmaking	concept of contour lines.	concept of contour lines.	concept of contour lines.	concept of contour lines.
	by creating a series of	The student will learn line	The student will learn line	The student will learn line	The student will learn line
	hand-pulled prints carved from linoleum blocks. The	quality and the effects on form and light. The student	quality and the effects on form and light. The	quality and the effects on form and light. The	quality and the effects on form and light. The student
	student will learn to create	will learn about an	student will learn about an	student will learn about an	will learn about an
	balance between dark and	American artist, Georgia	American artist, Georgia	American artist, Georgia	American artist, Georgia
	light areas by creating a	O'Keefe,"The mother of	O'Keefe,"The mother of	O'Keefe,"The mother of	O'Keefe,"The mother of
	variety of lines and shapes in	American Modernism."	American Modernism."	American Modernism."	American Modernism."
	their prints.	c. ican iviouci ilisiii.	crican ivioucifiisiii.	. anchean Wioderfilaili.	c.ican iviouciilisiii.
Formative/	Assessing students creativity	Assessing students	Assessing students	Assessing students	Assessing students
Summative	and skills based on	creativity and skills based	creativity and skills based	creativity and skills based	creativity and skills based
	performance.	on performance.	on performance.	on performance.	on performance.
Higher	What is relief printmaking?	Who is Georgia O'Keefe?	Who is Georgia O'Keefe?	Who is Georgia O'Keefe?	Who is Georgia O'Keefe?
Order	How is the thought process	How can contour lines	How can contour lines	How can contour lines	How can contour lines
Questions:	of creating a print different	effect form and light? How	effect form and light? How	effect form and light? How	effect form and light? How
	from creating a drawing?	can line quality enhance a	can line quality enhance a	can line quality enhance a	can line quality enhance a
	How can I create a balance	drawing?	drawing?	drawing?	drawing?
	between dark and light areas	-	=	-	=
	in a print? What qualities are				
	present in a successful series				
	of prints?				