## CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Visual Art 3 - May 8-12, 2017					
Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	1.) Create works of art that	1.) Create works of art that	reate works of art that	reate works of art that	reate works of art that
	communicate specific	communicate specific concepts, emotions, and	communicate specific concepts, emotions, and	communicate specific concepts, emotions, and	communicate specific concepts, emotions, and
	concepts, emotions, and	intentions.2.) Employ a	intentions.2.) Employ a	intentions.2.) Employ a	intentions.2.) Employ a
	intentions.2.) Employ a diverse range of traditional	diverse range of traditional	diverse range of traditional	diverse range of traditional	diverse range of traditional
	media, digital media,	media, digital media,	media, digital media,	media, digital media,	media, digital media,
	multimedia, techniques,	multimedia, techniques,	multimedia, techniques,	multimedia, techniques,	multimedia, techniques,
	styles, tools, concepts, and	styles, tools, concepts, and	styles, tools, concepts, and	styles, tools, concepts, and	styles, tools, concepts, and
	processes in producing	processes in producing	processes in producing	processes in producing	processes in producing
	meaningful and expressive	meaningful and expressive	meaningful and expressive	meaningful and expressive	meaningful and expressive
	compositions. 5.) Apply the	compositions. 5.) Apply the	compositions. 5.) Apply the	compositions. 5.) Apply the	compositions. 5.) Apply the
	four-step process of critical	four-step process of critical	four-step process of critical	four-step process of critical	four-step process of critical
	analysis to works of art,	analysis to works of art, including describing what is	analysis to works of art, including describing what is	analysis to works of art, including describing what is	analysis to works of art, including describing what is
	including describing what is	seen, analyzing how each	seen, analyzing how each	seen, analyzing how each	seen, analyzing how each
	seen, analyzing how each	artist arranged the elements	artist arranged the	artist arranged the	artist arranged the elements
	artist arranged the elements of art and principles of	of art and principles of	elements of art and	elements of art and	of art and principles of
	design, interpreting	design, interpreting	principles of design,	principles of design,	design, interpreting
	expressive intent and	expressive intent and	interpreting expressive	interpreting expressive	expressive intent and
	purpose, and judging the	purpose, and judging the	intent and purpose, and	intent and purpose, and	purpose, and judging the
	effectiveness of	effectiveness of	judging the effectiveness of	judging the effectiveness of	effectiveness of
	communication.	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:	Continue: Contour study of a	Continue: Contour study of	Continue: Contour study	Continue: Contour study of	Continue: Contour study of
	complex natural object.	a complex natural object.	of a complex natural	a complex natural object.	a complex natural object.
	Using direct observation,	Using direct observation,	object. Using direct	Using direct observation,	Using direct observation,
	students will focus on a	students will focus on a	observation, students will	students will focus on a	students will focus on a
	close-up area of a pinecone	close-up area of a pinecone	focus on a close-up area of	close-up area of a	close-up area of a pinecone
	and draw both inner and outer contour lines with line	and draw both inner and	a pinecone and draw both inner and outer contour	pinecone and draw both	and draw both inner and
	variety on large white or	outer contour lines with line variety on large white	lines with line variety on	inner and outer contour lines with line variety on	outer contour lines with line variety on large white
	gray paper using marker,	or gray paper using marker,	large white or gray paper	large white or gray paper	or gray paper using marker,
	charcoal, or conte.	charcoal, or conte.	using marker, charcoal, or	using marker, charcoal, or	charcoal, or conte.
	charcoal, or conte.	charcoal, or conte.	conte.	conte.	charcoal, or conte.
			conte.	conte.	Last Day
					•
After:	Students will clean area and	Students will clean area	Students will clean area	Students will clean area	Students will clean area and
	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.
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	quality and the effects on	quality and the effects on	quality and the effects on	quality and the effects on
	from linoleum blocks. The	form and light. The student	form and light. The	form and light. The	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."
Formative/	their prints.	According students	According students	Accessing students	According students
Formative/ Summative	Assessing students creativity and skills based on	Assessing students creativity and skills based	Assessing students creativity and skills based	Assessing students creativity and skills based	Assessing students creativity and skills based
Juninative	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?				
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