

CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Visual Art 3 - Aug 07-11, 2017

Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
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.3.) Produce a self-critique of a work in progress.	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.3.) Produce a self-critique of a work in progress.	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.3.) Produce a self-critique of a work in progress.	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.3.) Produce a self-critique of a work in progress.	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.3.) Produce a self-critique of a work in progress.
Before:	Explain note/sketchbook procedures Warm-up: draw something that makes you happy	Warm-up: draw something that makes you sad	Warm-up: draw something that you love	Warm-up: draw something you dislike	Warm-up: Notebook turn-in
During:	Review Rules, classroom guidelines, expectations. Google classroom sign-up Get to know you assignment on GC: What would the theme song to your life be? Create a google doc. Copy and paste your theme song lyrics to google doc and submit to this assignment. Students will research song lyrics to represent something about themselves.	Continue GC assignment: review and discuss research "draw me a song" in Google images. Show examples and inspiration to illustrate chosen lyrics. Students will research and plan illustration. Project - 11x16 drawing paper with student choice of media.	Continue assignment: Students will continue planning and/or starting on lyrics illustration.	Continue assignment: Students will continue working on lyrics illustration.	Continue assignment: Students will continue working on lyrics illustration.
After:	Submit assignment, clean-up area, push in chairs.	Turn-in, clean-up area, push in chairs.	Guided Practice: Blind contour line drawing exercise	Enhance drawing further by adding cross contour lines to indicate form and value.	Students will research for ideas for their line project.
Desired Outcome:	The student will become familiar with google classroom assignments, as well as, proper steps for completing projects with critical thinking and problem solving. .	The student will become familiar with google classroom assignments, as well as, proper steps for completing projects with critical thinking and problem solving. .	The student will become familiar with google classroom assignments, as well as, proper steps for completing projects with critical thinking and problem solving. .	The student will become familiar with google classroom assignments, as well as, proper steps for completing projects with critical thinking and problem solving. .	The student will become familiar with google classroom assignments, as well as, proper steps for completing projects with critical thinking and problem solving. .
Formative/ Summative	Assessing students creativity and skills based on performance.	Assessing students creativity and skills based on performance and recall.	Assessing students creativity and skills based on performance.	Assessing students creativity and skills based on performance.	Assessing students creativity and skills based on performance.

<p>Higher Order Questions:</p>	<p>What would the theme song to your life be? How can you communicate a message through illustrations? What ideas does the illustration communicate to the viewer?</p>	<p>What would the theme song to your life be? How can you communicate a message through illustrations? What ideas does the illustration communicate to the viewer?</p>	<p>What would the theme song to your life be? How can you communicate a message through illustrations? What ideas does the illustration communicate to the viewer?</p>	<p>What would the theme song to your life be? How can you communicate a message through illustrations? What ideas does the illustration communicate to the viewer?</p>	<p>What would the theme song to your life be? How can you communicate a message through illustrations? What ideas does the illustration communicate to the viewer?</p>
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