

CARROLL HIGH SCHOOL LESSON PLANS

Lisenby - Visual Art 3 - Aug 14-18, 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:	Warm-up: draw something you wish you could do	Warm-up: draw something you can't stop thinking about	Warm-up: draw something you treasure	Warm-up: draw your greatest hope or fear	Warm-up: Notebook turn-in
During:	Continue assignment: Students will continue planning and/or starting on lyrics illustration.	Continue assignment: Students will continue planning and/or starting on lyrics illustration. Add finishing touches.	Continue assignment: Students will continue planning and/or starting on lyrics illustration. Make improvements. Presentation prep. Proper labeling... *The title of the work *The medium of the work *The size of the work *The price of the work (if applicable) Example: Vincent van Gogh <i>The Starry Night</i> , 1889 Oil on canvas 73.7 cm x 92.1 cm (29 in x 36¼ in)	Group presentations: Students and teacher will gather round and each person will present their art piece along with the reason they chose the lyrics and what it means to them.	Group presentations: Students and teacher will gather round and each person will present their art piece along with the reason they chose the lyrics and what it means to them. Google Classroom assignment: Art Critique
After:	Turn-in, clean-up	Turn-in, clean-up	Turn-in, clean-up	Presenters will turn-in final project.	Presenters will turn-in final 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.
Higher Order Questions:	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?	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?	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?	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?	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?