

<b>Central Focus</b>	Self Identity through Screen Printing <b>1pt</b>
<b>Grade Level</b>	Middle School (6-8) 8th Grade <b>1pt</b>
<b>Class Size</b>	5 Kids <b>1pt</b>
<b>Time</b>	9-10:50 <b>1pt</b>
<b>Class Demographics</b>	Unsure <b>1pt</b>

#### **National Visual Arts Standards Addressed 3 pts**

##### **VA:Cr1.1.8a**

**a. Document early stages of the creative process visually and or verbally in traditional or new media.**

##### **VA:Cr2.1.8a**

**a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.**

##### **VA:Pr6.1.8a**

**a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.**

##### **VA:Re.7.1.8a**

**a. Explain how an individual's aesthetic choices are influenced by culture and environment and impact the visual image one conveys to others.**

##### **VA:Cn10.1.8a**

**a. Collaboratively make art to reflect on and reinforce positive aspects of group identity.**

#### **Common Core State Standards Addressed 2pts**

##### **CCSS.ELA-LITERACY.SL.8.2**

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

##### **CCSS.ELA-LITERACY.SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### **UNIT OVERVIEW**

Students will learn about self identity and expression and will translate that into t-shirt designs for screen printing. **1 pt**

<b>Forms</b>	2D	3D		4D
<b>Frames</b>	Cultural	Subjective	Structural	Postmodern
<b>Conceptual Framework</b>	Artwork	Artist	Audience	World

### Student Prior Knowledge and Conceptions 1pt

Students should have basic skills with drawing and design. Students worked on printmaking project for the previous 3 classes.

### Interdisciplinary Connections 1pt

- Math - Measuring, centering, spatial awareness
- Fashion Design

## UNIT OBJECTIVES

### As a result of this lesson, students will be able to: 3pts

- Students identify printmaking artists and people can represent themselves through artwork. (VA:Re.7.1.8a VA:Pr6.1.8a)
- Students will research and discuss at least two different ways that they can represent themselves through words, objects, or animals.
- Students will create a design that represents themselves and their “story” to screenprint on a t-shirt.
- Students will successfully dye the t-shirts.
- Students will then screen print their designs onto their shirts using the screen printing process.
- Students will create a practice print before printing onto the final shirts. (VA:Cr2.1.8a VA:Cr1.1.8a)
- Students will present their shirts and designs to the class. They will explain their designs and the choices that they made. (VA:Cn10.1.8a)

### TEACHER MATERIALS 3pts


	<ul style="list-style-type: none"> <li>● Powerpoint</li> <li>● Paper</li> <li>● Pencils</li> <li>● markers</li> <li>● Micron pens</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing fluid</li> <li>● Screen filler</li> <li>● T-shirts or cloth</li> <li>● Silk screen</li> <li>● Ink</li> <li>● Squeegee</li> <li>● Cardboard</li> </ul>
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### STUDENT MATERIALS 3pts

<ul style="list-style-type: none"> <li>● Ink</li> <li>● Squeegee</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing fluid</li> <li>● Screen filler</li> </ul>	<ul style="list-style-type: none"> <li>● Paper</li> <li>● Pencils</li> </ul>
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<ul style="list-style-type: none"> <li>• Cardboard</li> </ul>	<ul style="list-style-type: none"> <li>• T-shirts or cloth</li> <li>• Silk screen</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• markers</li> <li>• Micron pens</li> <li>• </li> </ul>
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ARTISTS IN CONTEXT

Key Artists	List at least 4 diverse artists 4pts
Key Artworks	<p>Artist, <i>Artwork Title</i>, Year (list at least 2) 6 pts</p> <p><b>Kat Flint</b></p>  <p><b>The Shoals of Herring</b></p>





The Shoals of Herring





Moons

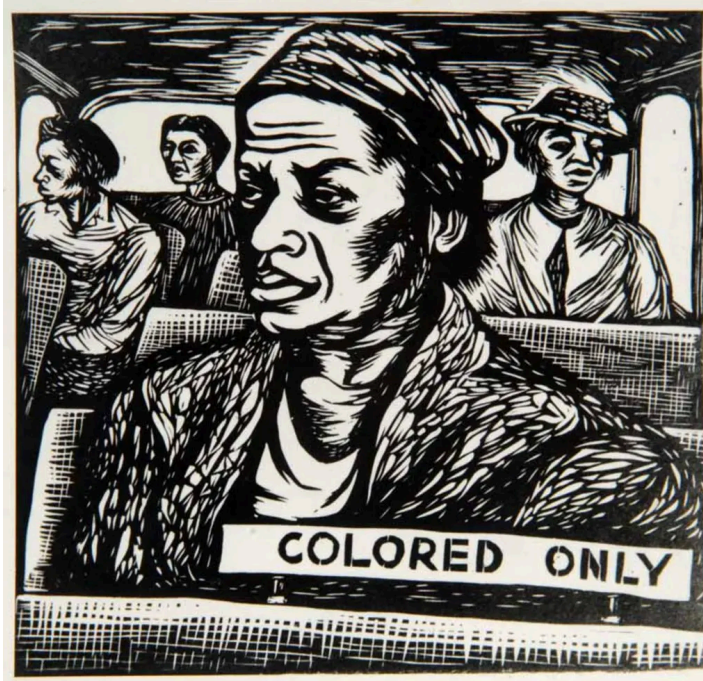


World on Fire, 2020 Michael Reeder



**Rotting as One - Screen print - Michael Reeder**

**Elizabeth Cattlet**



**Key Critical Questions**

List at least 6 critical questions about key artworks that ground writing and discussion activities

**Kat Flint**

- How does Kat tell her family's story through her work?
- What details do you notice in her work?
- How does she create value while only using black and white?

**Michael Reeder**

How do you think where Reeder grew up affected the look of his artwork now. What connections can you make to his artwork? How can you see self-identity in them?

What does the artist want viewers to get out of his artwork? What do you gain when looking at it?

**VOCABULARY AND LANGUAGE ACQUISITION 4pts**

**Vocabulary**

Screen Printing-In screen printing, a mesh screen, ink, and a squeegee are used to transfer a stenciled pattern to a flat surface.

Silkscreen- a screen of fine mesh

Identity- Who a person is



	<p>Stencil - A printing process by which areas are blocked out to keep ink from non-image areas</p> <p>Representation - the description or portrayal of someone or something in a particular way or as being of a certain nature.</p> <p>Composition - the nature of something's ingredients or constituents; the way in which a whole or mixture is made up.</p> <p>Balance - Balance is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale, these elements should be balanced to make a design feel stable.</p> <p>Contrast - achieved when opposite elements are arranged together</p> <p>Line - an identifiable path created by a point moving in space.</p> <p>Shape - the external form, contours, or outline of someone or something.</p>
<b>Language Functions</b>	analyze, compare/contrast, critique, describe, interpret, question, etc. <b>1pt</b>
<b>Language Demands</b>	<div>Syntax</div> <div>Discourse</div>
<b>Language Tasks and Activities</b>	<p>Students will learn about the vocab while doing hands-on activities. Students will also use the vocab words in their artist statements.</p> <p><b>2pts</b></p>
<b>Language Supports</b>	<p>Vocab Sheets hung on the wall.</p> <p>Vocab will be repeated during the powerpoints and hands on instruction.</p> <p><b>2pts</b></p>

### SPECIAL PRE-INSTRUCTION PREPARATIONS

Get the t-shirt sizes  
Order screen printing materials  
Etc. **1pt**

### ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS

<b>Adaptations and Accommodations 3pts</b>
<ul style="list-style-type: none"> <li>- If students are struggling listening to the powerpoints/instructions, then we can provide printed instructions.</li> <li>- If students</li> </ul> <p>Cite specific activities, teaching practices, tasks, materials etc. from your Set Induction, Instruction and Lesson Closure procedures above that you will adapt and be as detailed as possible about <b>HOW</b> you will accommodate students' needs.</p>
<b>Enrichment and Extensions 1pt</b>
Make a series of prints on paper that can be extended by the addition of painted color.

**Activity for Early Finishers 1 pt**

Glazing or painting tile projects from previous weeks.

**OBJECTIVE-DRIVEN ASSESSMENTS 3pts**

Describe the specific tools and methods you will use as formative and summative assessment of students' mastery of the Lesson Objectives listed above. Correlate each assessment described with the specific objectives above the tool is designed to assess.

4<sup>th</sup> grade lesson example = Rubric assessing students' finished project originality, conceptual development, craftsmanship, effort, and participation. (Objectives 1, 3, 4)

Formative Assessments - Sketches of personal design, Final design, Print Test Fabric  
Questions about the artist and their intentions. Worksheet with prompts for identity.

**REFERENCES 2pts**

<https://www.michael-reeder.com/new-page-1>

[https://www.moma.org/collection/works/65050?artist\\_id=1037&page=1&sov\\_referrer=artist](https://www.moma.org/collection/works/65050?artist_id=1037&page=1&sov_referrer=artist)

<https://nmwa.org/art/artists/elizabeth-catlett/>

<https://www.hashimotocontemporary.com/artists/28-michael-reeder/>

**INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 1**

Launch 2pts	Instruction Methods 1pts
<ul style="list-style-type: none"> <li>● <b>Welcome 8th Grade</b></li> <li>● <b>Game</b></li> <li>● Students will write down a list of words that they would use to describe themselves               <ul style="list-style-type: none"> <li>○ They can include things they like/enjoy to do, activities they like etc.</li> <li>○ They will have only 2 minutes to write down as many words as they can</li> </ul> </li> </ul>	
Instruction 5pts	Instruction Methods 1pts
<ul style="list-style-type: none"> <li>- <b>Michael Reeder</b> <ul style="list-style-type: none"> <li>- Present Printmaking Artist Michael Reeder</li> <li>- Showing Work</li> <li>- How do you think where Reeder grew up affected the look of his artwork now?</li> <li>- What connections can you make to his artwork? How can you see self-identity in them?</li> </ul> </li> </ul> <p>What does the artist want viewers to get out of his artwork? What do you gain when</p>	<p>See <i>Children and Their Art</i> for examples and ideas.</p> <ul style="list-style-type: none"> <li>- Individual Work</li> <li>- Group Work</li> <li>- Hand-on Student Involvement</li> </ul>

<p>looking at it?</p> <p><b>Explanation of self representations</b></p> <ul style="list-style-type: none"> <li>- Self expression in art</li> <li>- What is self expression</li> <li>- What represents your identity?</li> <li>- Can you think of something to describe your identity?</li> <li>- What are some things we see in different cultures that people use to represent themselves?</li> <li>- What were some of the words that you wrote to express yourselves</li> <li>- Parts of your identity can be shown through objects or metaphors.</li> </ul> <p>-</p> <p><b>Tshirt Design</b></p> <ul style="list-style-type: none"> <li>- Prompt worksheet</li> <li>- Students will be given work time</li> <li>- Show examples</li> <li>- Think in black and white</li> <li>- Silhouettes and outlines</li> </ul> <p><b>Screen Printing Demo</b></p> <ul style="list-style-type: none"> <li>- Teacher will demo screen filler and drawing fluid</li> <li>- Transfer design</li> <li>- Drawing fluid</li> <li>- Screen filler</li> </ul> <p><b>TyeDye</b></p> <p>ONLY IF TIME ALLOWs Students will take a break from designing (or when finished) to go outside and tie dye their shirts</p> <ul style="list-style-type: none"> <li>- Teacher will demo the tie-dye process <ul style="list-style-type: none"> <li>- Students will use colors that they feel represents their personality</li> </ul> </li> <li>- Students will clean up and return to class</li> </ul>	
<p><b>Closure 1pts</b></p>	<p><b>Instruction Methods 1pt</b></p>
<p><b>Teacher will review everything that was covered in class</b></p> <ul style="list-style-type: none"> <li>o Michael Reede</li> <li>o Different ways we can represent ourselves with drawings</li> <li>o How to prepare our silk screen to screen print</li> </ul>	<p>See <i>Children and Their Art</i> for examples and ideas</p>



<ul style="list-style-type: none"> <li>Teacher will preview what we will do the following week <ul style="list-style-type: none"> <li>Finalizing the design</li> <li>Copying it to the screen</li> <li>Printing the Design</li> </ul> </li> <li>If students are not finished with design they will need to finish it on their own before the next class</li> </ul>	
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## INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 2

Launch 2pts	Instruction Methods 1pts
<b>Julia</b> <ul style="list-style-type: none"> <li>Review what we did last week</li> </ul>	
Instruction 5pts	Instruction Methods 1pts
<ul style="list-style-type: none"> <li><b>Teacher Presentation</b> <ul style="list-style-type: none"> <li>Show Printmaking Artist Elizabeth Cattlet <ul style="list-style-type: none"> <li>How did Cattlet show her culture and heritage in her work?</li> <li>What messages was she trying to portray? <ul style="list-style-type: none"> <li>Was she effective in this?</li> </ul> </li> <li>How can we relate our own work and projects to her printmaking art?</li> </ul> </li> </ul> </li> <li><b>Megan</b> <ul style="list-style-type: none"> <li>Show Printmaking Artist Kat Flint <ul style="list-style-type: none"> <li>How does Kat tell her family's story through her work?</li> <li>What details do you notice in her work?</li> <li>How does she create value while only using black and white</li> </ul> </li> </ul> </li> </ul>	<p>See <i>Children and Their Art</i> for examples and ideas.</p> <ul style="list-style-type: none"> <li>Individual Work</li> <li>Group Work</li> <li>Hands-on Student Involvement</li> </ul>
<b>Bri</b> <ul style="list-style-type: none"> <li><b>What we will do today slide</b> <ul style="list-style-type: none"> <li>Print ink colors</li> <li>Students will test their designs before final</li> <li>Using extra fabric students will do one print tests before their final piece</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>- <b>Demo Printing onto T-shirt</b> <ul style="list-style-type: none"> <li>- Students will screenprint their design onto the t-shirts</li> <li>- Students will clean up all printmaking materials</li> </ul> </li> </ul> <p><b>Megan</b></p> <ul style="list-style-type: none"> <li>- Students will complete a small artist statement worksheet <ul style="list-style-type: none"> <li>- What is your subject?</li> <li>- What did you think about when creating your design?</li> <li>- What is your personal message?</li> <li>- How did you represent yourself?</li> </ul> </li> </ul> <p><b>Julia</b></p> <ul style="list-style-type: none"> <li>- Teacher Presentation of how to Critique effectively</li> <li>- Class critique of students final shirts <ul style="list-style-type: none"> <li>- Have students provide in-process feedback on their peers design <ul style="list-style-type: none"> <li>- Explain your design</li> <li>- What did you like?</li> <li>- What would you change?</li> <li>- Have students respond using vocab</li> </ul> </li> </ul> </li> <li>- (IF TIME ALLOWS) Students will paint their tiles from week 1-3</li> </ul>	
<b>Closure 1pts</b>	<b>Instruction Methods 1pt</b>
<p><b>Megan</b></p> <ul style="list-style-type: none"> <li>● Teacher will review everything that was covered in class <ul style="list-style-type: none"> <li>○ Elizabeth Cattlet</li> <li>○ Kat Flint</li> <li>○ How to print</li> <li>○ How we had an effective critique</li> </ul> </li> <li>● Teachers and students will get t-shirts ready to display to the parents.</li> </ul>	Whole Class discussion

*\* Developed and written by **Megan Osborne, Brianna Cowser, Julia Popper**, Art Education, Illinois State University, 2022 \**