

Independent Community Work

Name of organization

STRIVE

28 Foden Rd, South Portland, ME 04106

Description of organization

STRIVE assists teens and young adults with intellectual and emotional disabilities in utilizing resources within their community, so they can participate as viable members of the community.

LESSON Overview

Printmaking and collaborative pattern making.

It has been requested that my lessons help with the organization's goals of teaching life skills. I thought that recognizing patterns in life, and recognizing the good or bad steps that are required for the same predicted results, would be beneficial.

Students will see Visual Provocations. Will will discuss the different types of patterns and mark-making. Will review the mark-making the students did last week in their silhouette expression art. The communal banner that I had made will be shown. Explain how my friends and I made our own prints with patterns on it. Then we put our prints on this big banner to make another, bigger pattern, by working together.

I will demonstrate with the styrofoam and cookie-cutter how to make a shape and then fill it with a mark-making technique of my choosing, using a pencil. Rolling out the ink, I will note that it is messy and to be careful. Gloves and smocks will be available. A practice print will be made either on the drop cloth or other paper if the student prefers. We will see if the print came out nice or not, what is considered a "good print". When we agree with what practice print looks good, I will replicate those steps and place a print on the allocated spot for me on the communal banner.

I will ask the 3-4 aids for help in making sure the students align and register their prints correctly.

BUDGET (itemized)

The printmaking inks in our MAT supply are very low, dry, old, and tired. I want to purchase new inks for this project. Also, our styrofoam Printfoam sheets are low too and will need replenishing after this lesson.

I only listed the items I feel need purchasing. All else is available in our MAT storage closet.

6 tubes

[Speedball Water-Based Block Printing Ink](#) \$3.50 each

About \$22.00

[Inovart Printfoam for Block Printing](#) 30 pack for \$10.00

[Walgreen gloves](#) 120 in a pack \$11.00

Lesson Reflection with visual provocation (500)



The lesson went well. The prep work required a bit of running back and forth. I know Cohort Adrienne purchased a folding basket cart, and I'm finding her idea to be profoundly wise.

Most of the students, except for one, were in my last class. A few were excited to see me again and happily asked what about the day's lesson. They were very curious about the supplies that I had stacked and waiting for use.

We discussed patterns and I asked if they knew of any other patterns in the world. It took a little bit, but they were soon pointing at the windows, the blinds, and the clothes there were wearing, all had pattern to them. I also mentioned how patterns can happen in real life, with some things happening

again. Like breakfast, lunch, and dinner. Also, when we make good or bad decisions. Those decisions can make patterns. I showed combinations of print I made on the single paper. I explained how there was pattern in the prints, and that I worked collaboratively with my artist friends to make the work of art. I explained that the class would be making a collaborative community print too.



I did a demonstration of making a print. I did make a point of exaggerating the order of how and when each step was conducted. I should have made a worksheet for the aides to follow along with. After the smocks were handed out, the aides started getting after it and helping their person with squeezing out the inks and rolling. They had yet to make any design. One student drew in her own design. Most of them did the cookie cutter trace. I had a feeling most went for the cookie cutter because I had used one and they thought it was part of the process. In hindsight, I would've drawn an image and then added a trace.

I also made a point of less is more when putting ink on the ink trays. That was not noted by the students or the aides. I found myself saving a lot of ink to scrape back into the jars.

Milling around the room, checking on the work, I suggested that they could add more design to Printfoam if desired. I was happy to see two students do that.

Registration was mentioned and demonstrated in the introduction. Everyone locked into that! I recalled Dylan making a point about that awhile ago in our "Printmaking lesson" lesson in 810, that registration and editions would be a lot to ask for from 4th graders. Welp! As far as special needs goes = not a problem.

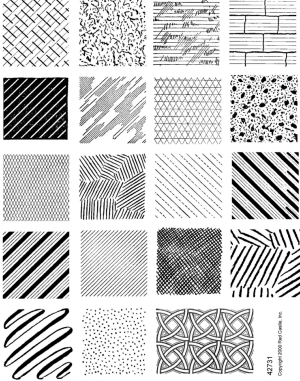
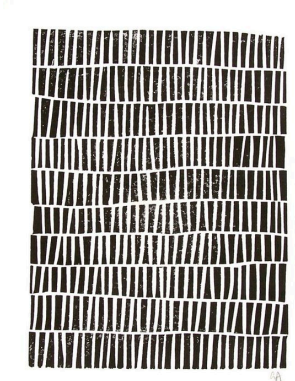
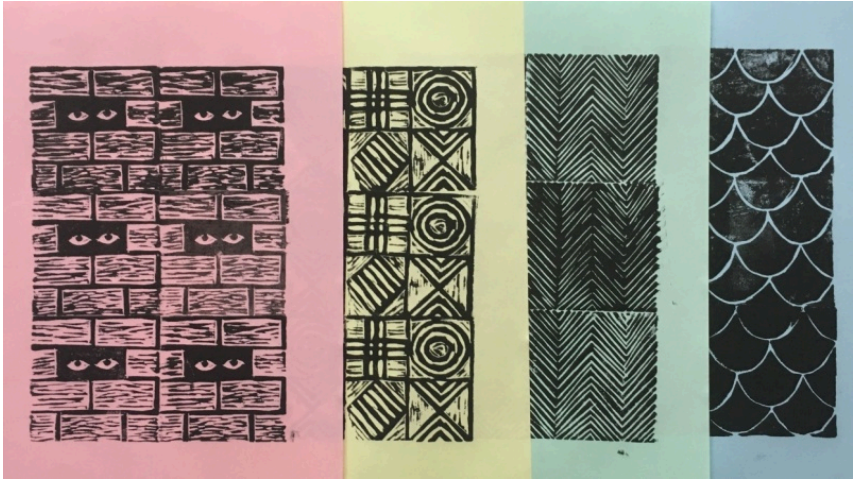
When they were satisfied that their prints were coming out consistent, they were eager to apply them to the community art banner. They started cranking out their quality prints that there was soon a waiting line.

Their next activity promptly swept them away right at the end of class. Last week I had enjoyed a few minutes chatting with them about their experience and if they had any advice on my teaching practice. I managed to thank them for their time and they were out. I'll make a point to add in a more formal and appreciative note in my Thank You letter to them.





Project Name- Silhouette Expressions	Project Description
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Time Span: 60 minutes Grade: Author: Kristen Kaiser	Block Print with Printfoam and collaboratively create a pattern with classmates on one banner
Essential Question	Provoking Questions
What determines good craftsmanship in a print?	How can you make a pattern? Where will your fellow artist's print be? Next to yours? What steps do you like the best in this process? What steps do you not like in this process? Out of all your prints, which one is the "best"?
<p>Visual Provocation:</p> <div>  <p>42731 Textures Plate 1</p> </div> <div>  <p>Red Castle - Textures Set</p> <p>Print pattern 1</p> </div> <div>  <p>print PaternS 2</p> </div>	



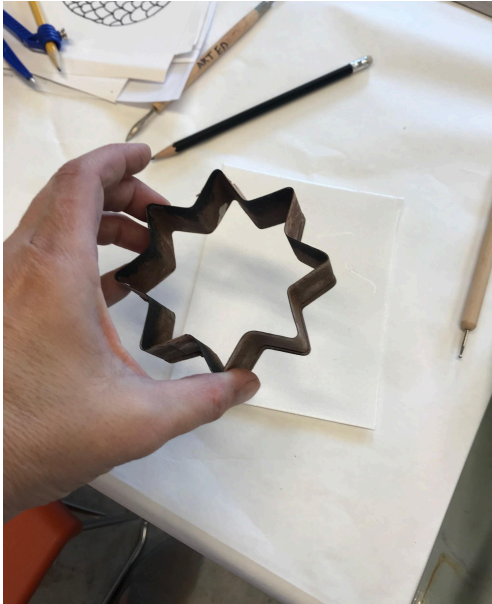
[KinderArt cat & dog prints](#)

Maine Learning Results	Lesson Objectives: <i>STUDENTS WILL...</i>	Assessment Criteria:
1. Students use Elements Of Art and Principles Of Design to create original art works.	1. Create a pattern	1. B2 Composition Skills
2. Students name art media and associated tools, for multiple art forms and genres.	2. Students use print vocabulary in lesson.	2. A3 Media, Tools, Techniques, and Processes
3. Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.	3. Understand how they and their fellow artists in the class are part of a greater, communal, art project	3. Understand Arts Community:

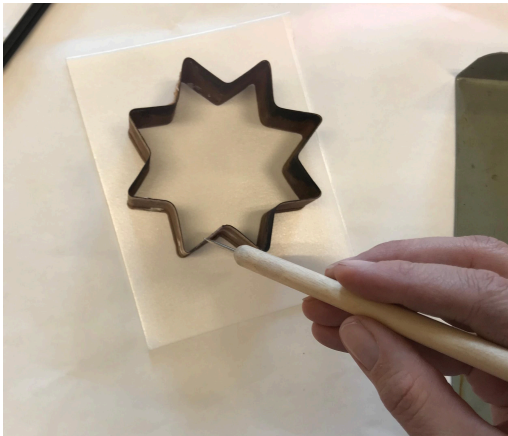
Vocabulary	Materials	Instructional Resources
<p>Printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface, most often paper or fabric.</p> <p>Pattern is a repeated decorative design.</p> <p>Reflection is the replacement of each point on one side of a line by the point symmetrically placed on the other side of the line</p> <p>Brayer is a tool used to roll ink onto a surface by hand. Historically in printing and printmaking to break up and "rub out" (spread) ink.</p> <p>Registration is the process by which a printmaker will line their print so that it lines up in the correct position on the paper.</p>	<ol style="list-style-type: none"> 1. 6-8 brayers (2 for dry rolling) 2. Variety of Blockprint inks 3. Pencils 4. Cookie cutters 5. Butcher's paper roll 6. 4-8 Inking Plates 7. Plastic gloves 8. Smocks 9. One big white art paper for final and collaborative pattern making print 10. 15 Printfoam sheets 11. Scissors 12. Sponges 13. Pail of water 14. Paper towels 15. Carry-in bin 16. Glue-stick for Accommodation/Modification 	<p>Printmaking and pattern slide show</p>

Direct Instruction	Evidence of Making
<p>Preparations</p> <ul style="list-style-type: none"> • Table wrapped in drop cloth paper • Sample artwork laid out • Visual Provocations handy • Sample station ready, with ink tray, ink, Printfoam, cookie-cutter, • Printfoam cut into 4.5x7" rectangles • Master collaborative banner ready with rectangles that correspond to pre-cut Printfoam sizes. All the penciled rectangles will make a pattern. • Inktrays, inks, brayers, cookie cutters, ready for use <p>Introduction 10 minutes</p> <ol style="list-style-type: none"> 1. Show students sample banner 	

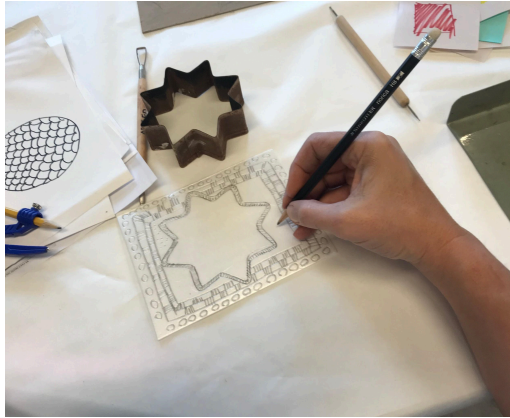
2. Show the Visual Provocations
3. Discuss that there are mark-making techniques in the sample banner, in the visual provocations, and also in their silhouette artwork from last week
4. Discuss pattern and it's meaning, how it can relate to life
5. Mention how just simple lines or dots make a pattern
6. Tell the students that they will work together to make a banner
7. Demonstrate how to make a print
8. Say how it can tricky drawing on the Printfoam because every mark is permanent. To lessen the chance of messing up my design I'll be using a cookie-cutter to get the shape just right.
9. Select a cookie-cutter shape



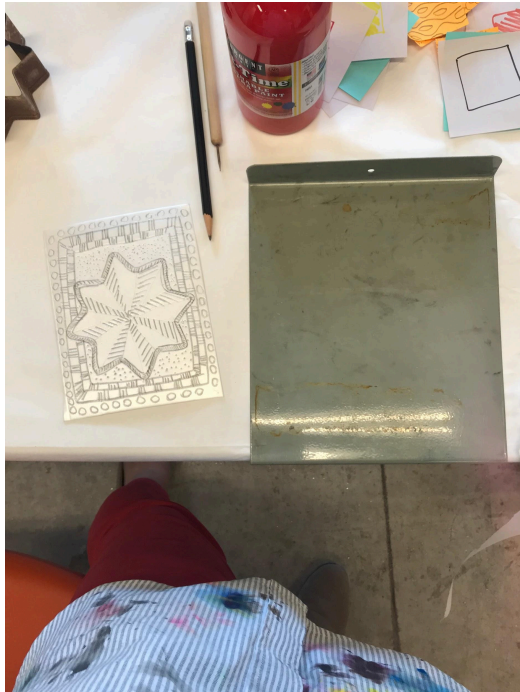
10. Trace with a pencil



11. Draw in shape with a pattern

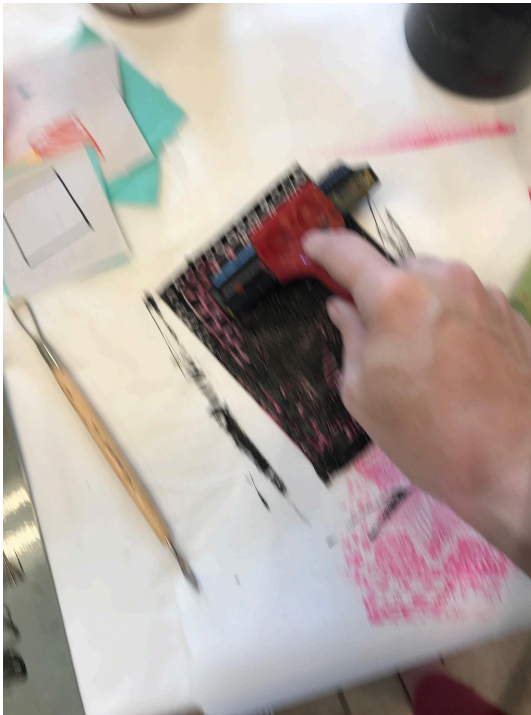


12. Set up ink tray, ink, brayers (make sure aides are paying attention because they will need to help their person with this step if need be)

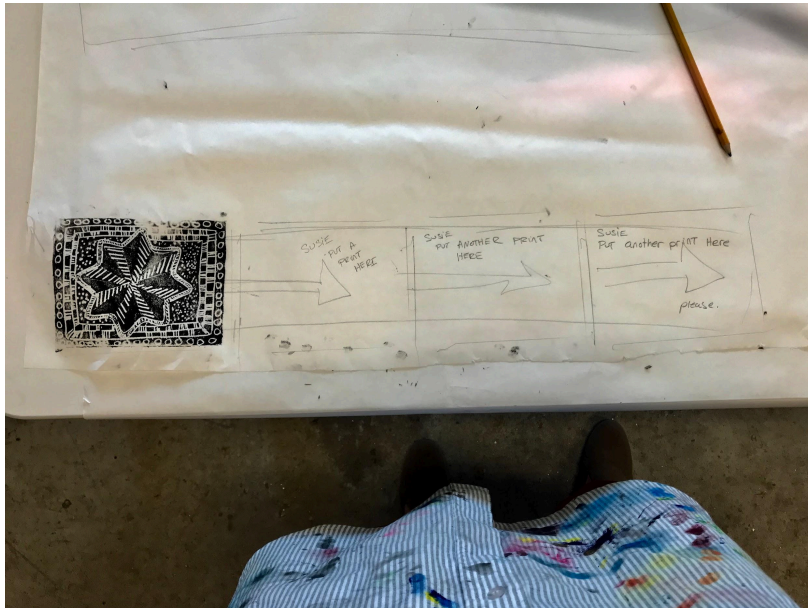




13. Point out that they are gloves to wear and smocks because this can be messy
14. Don gloves and smocks
15. Roll out ink on the tray. Note to class to listen for the right type of sound. Brayer should be evenly covered with ink.
16. On drop cloth, roll out inked brayer onto carved up Printfoam till all the surface is covered.



17. On practice paper, flip inked up Printfoam over and with the dry brayer, roll on the clean backside of Printfoam.
18. Left up Printfoam, inspect the practice print.
Ask "Is this an even print? Do I like it? Can I change anything?"
19. Try another print till I get the results I want.
20. When I'm happy with my results, ink up the Printfoam again and take it over to the Communal Banner.
Tell students "I am being extra careful, tidy, and considerate of my fellow artists' work when dealing with the Communal Banner"
21. See where my name is on the banner. Line up my print on one the registration lines of rectangle space and flip my Printfoam, ink side down, onto that designated space.



22. Roll out a print with the dry brayer again. Lift up, make another print.



Lesson

45 minutes

1. Have students select their cookie-cutter shape

<ol style="list-style-type: none"> 2. With a pencil, students trace their cookie-cutter shape 3. Set cookie-cutter aside. 4. Fill in Printfoam surface with a mark-making technique to make a pattern 5. Suggest pattern ideas and borders if student/aide needs help 6. Set up a print station by color 7. Students will roll out inks onto their Printfoam art 8. Students will do some practice prints 9. When students are ready, help them make sure registration is correct on the Communal Banner 10. Remind students 10 minutes before the end of lesson time that they will be cleaning up soon, so start finalizing their last print sessions 	
Clean up	Technology
<p>5-8 minutes</p> <ol style="list-style-type: none"> 11. Students can keep chosen practice prints that they like best. Aides will cut them out. 12. Bring ink trays and dirty brayers to sink for washing 13. Rip up dropcloth appear and practice prints for trash and throw away 14. Return all clean art tools and any unused art supplies to carry-in bin 15. Have students sign name on the communal banner 16. Hang up the communal banner 	
Accommodations/Modifications	
<ul style="list-style-type: none"> • If the product proves too messy for the student, they can trace and draw on paper with a pencil. Design can be cut out by an aide and glued onto the communal banner. 	
Assessment	
<p>The teacher will ask the students to discuss the following:</p> <ul style="list-style-type: none"> • Point out the pattern part in the art • Explain one step of the process • <p>Students must have met the 3 criteria</p> <ul style="list-style-type: none"> • Make a pattern • Make a print in the correct position on the communal banner • Make more than 2 prints on the communal banner 	

Independent fieldwork	Fulfilled Requirements	Additional feedback
Lesson plan overview for multi-day lesson or two mini-lessons	X	
One-page reflection	X	
Supporting evidence/documentation	X	
Coordination: Arrange for work in community site	X	
Collaboratively or individually design, create a budget for	X	