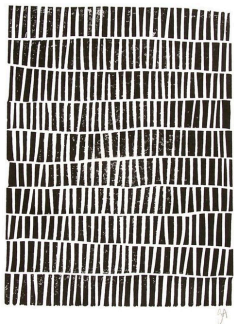


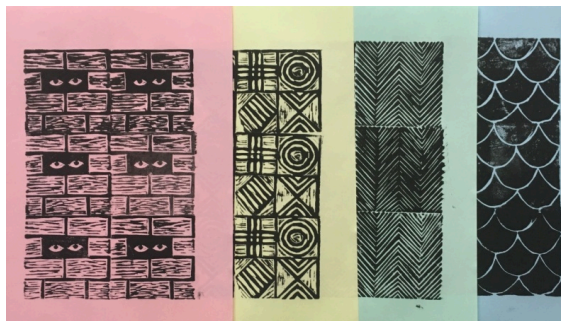
Kelly, we took your advice and we are turning last week's lesson into a Two-Part lesson plan.
The students really got into the project, but it left room to refine for this week's lesson.

Project Name- Printmaking - part II	Project Description
Time Span: 2 75 minutes Grade: 2-5 grade Author: Kristen Kaiser	Printfoam and collaboratively create a pattern with classmates on one banner
Essential Question	Provoking Questions
How do the elements of art shape ideas?	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"? Why did you choose this type of mark-making instead of the others we have discussed?

Visual Provocation:



Print pattern 1



print Patterns 2

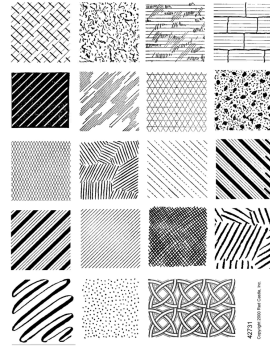


KinderArt cat & dog prints



MEGAN 11

Kinderart Printmaking | Fish curls



42731 Textures Plate 1

Red Castle - Textures Set

-----Historical and More Advanced Printmaking -----

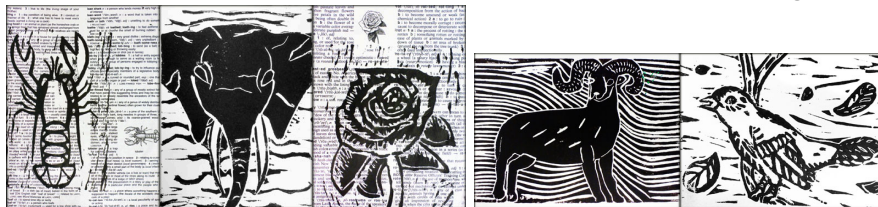


Wellcome Images

Witches 1720



The Great Wave off Kanagawa



Lobster, elephant, rose, Bighorn and sparrow





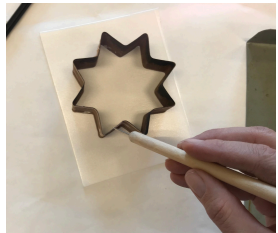

richly textured

--

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 including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.	1. Create and replicate originally crafted prints with elements of art and arranged into a pattern	1. B2 Composition Skills
2. Students describe a variety of media and associated tools, techniques, and processes, for multiple art forms and genres	2. Use printmaking vocabulary in describe the printmaking process	2. A3 Media, Tools, Techniques, and Processes
3. Studio habit Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space.	3. Practice and learn how to apply different mark-making techniques to achieve patterns and/or shading.	3. Develop Craft

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>	<ul style="list-style-type: none"> ❖ Practice paper with Registration marks ❖ Metal trays for clean up ❖ Collaborative giant banner with registration marks ❖ Vocabulary poster with graphics ❖ Brayers for inking ❖ Bryers for pressing ❖ Variety of Blockprint inks ❖ Pencils ❖ Sketchbook ❖ Cookie cutters ❖ Butcher's paper roll ❖ Inking Plates ❖ Plastic gloves ❖ Acrylic paints ❖ Smocks ❖ One big white art paper for final and collaborative pattern making print ❖ 4.7"x7" Printfoam sheets 	<p>Mr. Otter Art Studio (204 June) How to make Styrofoam prints. Retrieved from https://www.youtube.com/watch?v=eCjQXse8eB0</p> <p>Rachelle (n.d) Styrofoam Printmaking with Kids. Retrieved from https://tinkerlab.com/styrofoam-printmaking/</p>

	<ul style="list-style-type: none"> ❖ Scissors ❖ Sponges ❖ Paper towels ❖ Carry bin to put supplies in in 	
--	--	--

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 MECA Team Banner ready with rectangles that correspond to pre-cut Printfoam sizes. All the penciled rectangles will make a pattern. • Ink trays, inks, brayers, cookie cutters, ready for use • Smock-up students • Have steps written out on the board, or scripped out while directions are given. • Practice paper is ready with registration marks on it <p>Introduction</p> <p>10 minutes</p> <ol style="list-style-type: none"> 1. Gather students around the work station table 2. Show students sample banner 3. Show the Visual Provocations again, and also the prints that they made last week. 4. Discuss with class which prints came out well and why. Which prints have the mark-making techniques that were learned in Lessons 1, 2, & 3. 5. Note the mark making in the sample banner, in some prints from last week, and again in the visual provocations 6. Tell the students that they will work together to make a Team MECA banner today. 7. Ask students to tell the directions. <ul style="list-style-type: none"> - Select a cookie-cutter shape - Trace with a pencil - Draw in shape with a pattern - Set up ink tray, ink, brayers - Roll out ink on the tray. "Less is More, A little goes a long way, You can always add ink later..." - Brayer should be evenly covered with ink. <i>Not</i> tray evenly covered with ink. - On drop cloth, roll out inked brayer onto carved up Printfoam till all the surface is covered. - On practice paper, flip inked up Printfoam over and with the dry brayer, 	   

roll on the clean backside of Printfoam.

- Left up Printfoam, inspect the practice print.

- Ask yourself "Is this a good print? Do I like it? Can I change anything?"

Point out that they are looking for consistency, and even application of the paint, that the pressed-in lines are not filled with ink, but clearly "empty" and showing paper

- "I try another print till I get the results I want.

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.

You *do not have to* use a cookie cutter if *you don't want to*."

9. Tell students that when you are happy with your 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"

10. "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."

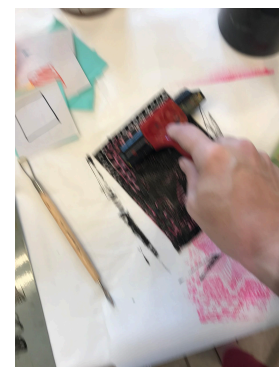
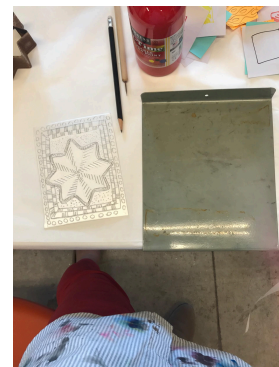
11. Roll out a print with the dry brayer again. Lift up, make another print.

12. *Remind students they are to share ink trays and brayers.*





Lesson

50 minutes

1. Have students select their cookie-cutter shape (if they want)
2. Have students do a few sketches in their sketch book of their ideas
3. With a pencil, students trace their cookie-cutter shape / draw out their image
4. Set cookie-cutter aside.
5. Students in Prinfoam surface with a mark-making technique to make a pattern
6. Suggest pattern ideas and borders if student needs help
7. Teachers will walk around room reminding students the points, steps, what they are looking for in a successful print, that were talked about in the introduction.
8. Students will roll out inks onto their Printfoam art
9. Students will do practice prints on the **practice paper**
10. While learning what student is making
11. (as in design and in color choice) teacher will start to pencil in students' names onto the **Collaborative MECA Team Banner**
12. When students are ready, they are to summon a teacher and discuss their prints, which ones are the best and how they achieved it.
13. Teacher helps student make sure registration is correct on the Collaborative MECA Team Banner
14. Remind students 5 minutes before the end of lesson time that they will be cleaning up soon, so start finalizing their last print sessions.



Photos below are from STRIVE lesson in September 2019

	   
Clean up	Technology
<p>15 minutes</p> <ol style="list-style-type: none"> 15. Students can keep chosen practice prints that they like best. 16. Bring ink trays and dirty brayers to sink for washing 17. Gather dropcloth and practice prints for trash and throw away 18. Return all clean art tools and any unused art supplies to carry-in bin 19. Have students sign name on the communal banner 20. Communal banner, Printfoams, and practice prints, will go back with MECA teaching candidate for safe keeping till the exhibit. 	
Lesson 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. • Students who finish early can work on an ongoing project or free draw in sketchbook • A jar can be used for a dry brayer pressing effect if you are out of dry brayers • Accommodations/modifications will be made if students have an IEP 	
Behavioral Accommodations/Modifications	

- Students who have frequent verbal outbursts are given preferential seating during class demo and group talks.
- For physically active students teacher will have fidgets available, along with the rules for fidgets. Keep the fidget to yourself, Keep it quiet, keep it in your hands and away from being airborne, keep it hidden.
- For students who appear not relaxed, uncomfortable, or have a lot on their minds, a glitter jar filled with glycerin is available for the student to study by the window.
- For students that are exceptionally busy, a breathing yoga/self hand rubbing soothing/listening for smallest noises practices exercises will be conducted. Other students are encouraged to join so that the student in question does not feel singled out.

Assessment

Embedded assessment:

The teacher will ask the students to discuss the following:

- Point out the pattern part in the art
- Explain the process
- Identify printmaking tools

Summative Assessment:

Students must have met the 3 criteria

- Process a print to fruition
- Make a print in the correct position/registration on the communal banner
- Make more than 2 prints on the communal banner