

YOUR NAME – ATE 2/ART661 – SPRING 2021

VISUAL ARTS UNIT/PROJECT (1)	GRADE LEVEL (1)	DATE (1)
Exploration in Printmaking	5th	4/27/21

TODAY'S LESSON DESCRIPTION/CENTRAL FOCUS (5)
<p>Lesson #1: Introduction to Printmaking: Defining a Print & Types Students will understand the beginning stages of printmaking by learning and developing etching skills, to create basic Styrofoam prints.</p>

NYS/NCAS VISUAL ARTS STANDARDS (4)		LESSON OBJECTIVES (4)	CCSS ALIGNMENT (4)
PROCESS	ANCHOR STANDARD(s)	LEARNING OBJECTIVE SWBAT (Students will be able to)...	<i>Capacities of the Literate Individual and/or Mathematical Practices</i>
CREATING <i>Conceiving and developing new artistic ideas and work</i>	2- Organize and develop artistic ideas and work.	Create a sketch for an animal themed print, and etch the sketch into using hatching in their pieces	They demonstrate independence. Reason abstractly and quantitatively
PRESENTING <i>Interpreting and sharing artistic work</i>	5- Develop and refine artistic techniques and work for presentation	Share their sketches with a partner for a brief peer assessment activity	They comprehend as well as critique.
RESPONDING <i>Understanding and evaluating how the arts convey meaning</i>	8- Interpret intent and meaning in artistic work	Edit their work in response to the critiques from their peers and their project check lists.	They respond to the varying demands of audience, task, purpose, and discipline.
CONNECTING <i>Relating artistic ideas and work with personal meaning and external context</i>	10- Synthesize and relate knowledge and personal experiences to make art	Apply the techniques and vocabulary given to them through this demonstration to their work for this unit.	They build strong content knowledge. They demonstrate independence.

VOCABULARY & LANGUAGE DEMANDS	
Key Vocabulary (3)	Language Objectives (2)
<ul style="list-style-type: none"> • Etching: scratching into the surface of an object to create a design to print with • Printmaking: the activity or occupation of making pictures or designs by printing them from specially prepared plates or blocks. • Printing Press: • Pattern • Brayer • Hatching 	Students will be able to... Compare works of art. Explain the context and composition of their work. Evaluate the extent to which elements work together to create an impact or convey an intended message.

- Linocut
- Collagraph
-

INSTRUCTIONAL RESOURCES & MATERIALS (10)

- Smartboard/Projector
- Computer
- PowerPoint Presentation
- Physical Examples
- Plexiglass or Plastic Printing Plate
- Etching Needle
- Wooden Stamps
- Brayer
- Collagraph Board



Sharecropper- Elizabeth Catlett



Marlin Diptych – Andy Warhol

PRIOR ACADEMIC LEARNING & PREREQUISITE SKILLS (4)

Previous lessons in this unit/project:

None this is the first lesson.

Other prior knowledge/experiences/skills:

Students will need general knowledge of how to handle pens and care for wet mediums such as paint for this entire unit.

ANTICIPATED MISCONCEPTIONS (4)

- Students may think printmaking is just using a computer printer to print images
-

SPECIAL ACCOMMODATIONS & CONSIDERATIONS (12)

Students with Disabilities

- Accommodations will specifically address the needs outlined in each student's IEP
- A student with limited dexterity/motor skills might need larger pen or grip material to keep hold of the ballpoint pen and rollers
- Photos of animals will be provided so students have the ability to trace if needed

English Language Learners

- Make sure I have bilingual IMAGE + word posters/reference charts hanging in the classroom
- Include phonetic spelling for words
- ELLs will be paired with bilingual students who speak native language


Opportunities for Student Choice/Project Alternatives/ Differentiation Strategies for all students

- Having the fine art images on the power point and posted in the room + handheld fine art reproductions
- Photos of animals will be provided so students have the ability to trace if needed

Student Grouping

- By behavioral style/need
-

LESSON PROCEDURE (20)	
MOTIVATION/WARM-UP (10 minutes)	<p>Visual analysis- show students’ examples of sketches from famous artists and ask thought provoking questions to elicit understanding about artists’ techniques for designing a print</p> <ul style="list-style-type: none"> • What aspects of this piece tell us it is a print? • Is this print a subtractive piece? • How are patterns used in these prints? <p>Introduce hatching when discussing the work of Elizabeth Caltett as her work is an incredible example of hatching for texture and shading.</p>
~ Distribute Project Criteria Checklist to the students~	
MINI LESSON/ GUIDED PRACTICE (10 minutes)	<p>Demonstrate the etching process while narrating what you are doing while you’re doing it and asking students for input while working.</p> <p>For example: “How much pressure should I be using to etch?” “Am I drawing what will show up with ink or what the ink will not go into?” “What type of style should I use to shade?”</p> <p>Reinforce that objects will be printed backwards so students should flip the image in the opposite direction of what they want.</p> <p>Here you will also repeat the instructions for the students’ projects and to introduce the project criteria checklist to your students.</p>
~ Table monitors collect materials (set up in bins/on trays/etc.) from the materials station ~	

INDEPENDENT PRACTICE (20 minutes)	<p>Activity: Students will refer to their checklist for the criteria of their prints Students will sketch and etch an animal of their choice, and use patterns/hatching to create the shading and textures of the animal that they chose.</p> <p>Teacher Actions: While students are working independently, teacher circulates around the room to observe student progress, asking clarifying questions to assessing/checking for understanding of project expectations and help students who seem stuck. For example, “why don’t you try... and see what happens?” Encourage experimentation during the sketching phase.</p> <ul style="list-style-type: none"> • Keep reminding students about TIME so that they stay on track (if possible, use a timer on the smart board so that students can self-reference) • Make sure that all student needs are being met, being sure to check in re: IEPs/504 plan specific needs. <p>Encourage students to give feedback to each other having them ask each other similar guiding questions and having them exchange the strengths and weaknesses of each other’s pieces.</p>
CLOSURE (5 minutes)	<p>Table monitors return materials to the materials station Students place their prints in a designated drying section (drying racks or what is available) Preferably students will be working until the end of the class time but if there is time consider hosting a classroom discussion. Ending discussion: Present some students work (only work of students who want their work shown) and ask students the following. “What did so and so do well in their print?” “How did this student use hatching in their print?” “What patterns did this student use for their animal?”</p>
EXTENSIONS (2)	
<ul style="list-style-type: none"> •Complete leadership roles/responsibilities around the classroom. •Creating a book of prints 	
NEXT LESSON (3)	
<ul style="list-style-type: none"> •Collagraph Prints •Linocut Prints 	
TEACHER REFLECTION (5)	
<p>This lesson helps develops children’s abilities to comprehend the etching process of printmaking and to experiment with hatching as a skill for shading. Some challenges students may have will be understanding hatching, which could be solved through modifying the hatching style. Students may also have an issue with the pressure for etching which can be solved through experimentation before they start their actual project.</p>	
TEACHER SAMPLE OUTCOMES (10)	
	

ASSESSMENT (5)	
Formative Assessment Strategy	Summative Assessment Strategy

<p style="text-align: center;">Teacher Circulation & Observation</p> <p>Alignment with Objectives: While the teacher circulates the classroom, the teacher should observe and examine if the students are applying the appropriate techniques to their individual art pieces.</p> <p>Evidence of Student Understanding: Visual evidence through student work, in comparison with the instructions given and the criteria checklist, as well as an observation of student behavior.</p> <p>Student Feedback: For students whose work includes what was discussed in class, the teacher can simply give feedback such as, “this sketch has a great flow, keep up the good work”. For students work who is lacking in these concepts, the teacher can identify a part of the student piece that closely resembles a new concept discussed and give the student options on how they can edit their piece to reflect what they are learning in class, or for students who misheard instructions, redirect them back to the task they are supposed to accomplish.</p>	<p style="text-align: center;">Mini Printmaking Portfolio Compilation</p> <p>Alignment with Objectives The creation of a small portfolio for this unit will allow students to see their strengths in the techniques that they used and what they can try to build on with future projects.</p> <p>Evidence of Understanding Visual evidence through student work, in comparison with the instructions given and the criteria checklist for each project, as well as the students ability to critique themselves.</p> <p>Student Feedback: Teacher Feedback to students should consist of individual student strengths, growths, and skills to work on for future projects. Student feedback should follow the same set up so students have the ability to build their studio and critique skills.</p>
--	--

PROJECT CRITERIA CHECKLIST
<ul style="list-style-type: none"> <input type="checkbox"/> <i>Texture is used in this print.</i> <input type="checkbox"/> <i>Hatching is used to shade.</i> <input type="checkbox"/> <i>The subject of the print is an animal.</i> <input type="checkbox"/> <i>At least 3 prints are created.</i> <p style="text-align: center;"><i>Students exchange feedback with their peers</i></p>
<p>PEER FEEDBACK: Students will be giving each other verbal feedback during this lesson.</p>
<p>TEACHER FEEDBACK: The teacher will provide verbal feedback to the students while they sketch their designs since this is where students have the opportunity to change their work, based upon the requirements given to them through the project criteria and constructive criticism to help enhance their design.</p>