

PRINTMAKING UNIT

4 Printmaking Lessons, Gr. 7-8

Nora Gilchrist

LESSON ONE

SECTION ONE

TITLE OF LESSON: Frottage (Surface Rubbings)

GRADE LEVEL: Grades 7 & 8

NUMBER OF CLASSES NEEDED: Two

LESSON OVERVIEW: First day: Introduction & discussion of history, demonstration, homework assignment: make a surface rubbing using pencil (regular or colored). Second day: students will incorporate frottage image into own imagined scenario (portrait, landscape, map, dreamscape, narrative, etc.)

SECTION TWO:

DESIRED UNDERSTANDINGS:

AS A RESULT OF THIS LEARNING EXPERIENCE WE NOW UNDERSTAND THE FOLLOWING:

1. What frottage/surface rubbing is and how it is a basic form of printmaking
2. How to make a frottage/surface rubbing
3. The definition of 'relief' in art, particularly low relief (or bas-relief) & sunk relief
4. How surface rubbings have been used in the past as a way of keeping record/preserving and how they have been used in modern art (particularly amongst the Surrealists: exemplar artist Max Ernst)
5. How to incorporate/expand a surface rubbing into another kind of image

ESSENTIAL QUESTIONS:

Why would someone take a surface rubbing?

What kinds of surfaces might provide the best results for surface rubbings?

How can a surface rubbing provide additional texture, as well as depth/meaning to a piece of artwork?

SECTION THREE:

WHICH VISUAL ARTS CURRICULUM FRAMEWORKS DOES THIS LESSON ADDRESS?

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, *such as: 2D – transparent and opaque media, wet, dry, stippled, blended, wash effects; relief printmaking effects; 3D – mobile and stabile forms, carved, molded, and constructed forms*

2.9 For texture, use and be able to differentiate between **surface texture** and the illusion of texture (**visual texture**)

5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism

SECTION FOUR:

WHAT KEY KNOWLEDGE WILL STUDENTS GAIN FROM THIS?

1. Cognitive- what new brain knowledge/info will they gain?

Students will learn about the use of surface rubbings in history, as well as how modern artists used frottage. Students will learn about using the surface textures of found objects to create new images.

2. Behavioral- what new physical skills/ techniques will students gain?

Students will learn how to make surface rubbings.

3. Affective- how will this change students' values?

As a result of participating in the frottage/surface rubbings, students will become more aware of how found images might inspire them in their own creative processes.

EVIDENCE OF UNDERSTANDING AND LEARNING

1. Students will create a drawing incorporating the use of frottage/surface rubbing.
2. Students will participate in a gallery walk and will be able to reflect and respond to their own work and the work of others.
3. Students will complete a self-reflection that demonstrates understanding of how surface rubbings have been used in history and in art.
4. Students used materials with awareness of process and safety, students stayed on task, students will be respectful of other student's work.

SECTION FIVE: THE STEPS TO TEACHING THIS LESSON:

Day One:

INTRODUCTION

Definitions (surface rubbing, frottage, low relief, sunk relief)

Discussion of surface rubbings/frottage (historical & art historical)

Modern Artists usage of frottage (exemplars: Max Ernst, Roy Lichenstein)

Demonstration of surface rubbing

Homework assignment (handout): make own surface rubbing using pencil (standard or colored) on paper

Day Two:

Have slideshow of artwork using frottage playing while students work on creating their own drawings incorporating their surface rubbing

Workshop: ½ hour

Have students hang finished (or in progress) drawings for gallery walk & discussion

REFLECTION ACTIVITIES

-Short Self Reflections on Day One & Day Two

TEACHER REFLECTION-

-Comment on students' Self Reflections

-Were students engaged lecture & discussion? During demonstration?

-Do reflections indicate any missing pieces?

-Are essential questions being addressed?

CONSIDERATIONS-

-Gloves for students with tactile issues

-Allowing more time to complete project if necessary

ELL ESL CONSIDERATIONS-

-Printouts of expectations and instructions in English, and native language if possible.

SPECIAL CONDITIONS-

-Need computer, projector and projection screen

MATERIALS LIST:

-Computer & power chord

-Pencils (standard & colored), other drawing implements (pens, pastels, etc.) for final drawings

-Lots of white drawing paper

SELF-REFLECTION QUESTIONS & RUBRIC:

Self Reflection Worksheet:

Complete 1 & 2 after doing your homework assignment from Day One.

Complete 3 & 4 after completing your final drawing in class on Day Two.

Name:

Date:

- 1) What surface did you make your frottage image from? What does the object you used mean to you? Is it something that you want to keep record of?

- 2) Looking at your frottage drawing, brainstorm ways that you might incorporate the texture created by rubbing into a scene.

- 3) If you change something about the work you made, what would it be?

4) What do you think was successful about your final drawing?

Rubric

Criteria for Assessment	3. Exceeds Expectations	2. Meets Expectations	1. Below Expectations	0. Does Not meet criterion	Comments
Made a surface rubbing	Made more than one surface rubbing	Made a surface rubbing	Attempted surface rubbing	Did not complete	
Incorporated surface rubbing into final drawing	Expanded greatly upon initial rubbing	Incorporated rubbing into final drawing	Had difficulty incorporating rubbing into final drawing	Did not complete	
Participated in gallery walk, reflected on and responded to own work and work of others.	Met expectations and brought new insight and/or energy to discussion	Made more than one comment providing feedback about own work or work of fellow students	Made one comment providing feedback about own work or work of fellow students	Did not participate	
Student completed self-reflection worksheet	Student met expectations & provided relevant additional information which was not covered in class	Student completed self-reflection worksheet & demonstrated understanding of frottage in art	Student completed self-reflection worksheet partially	Student did not complete	

Surface Rubbings

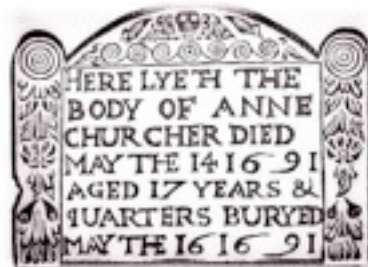
“For more than 1,500 years rubbings have been a vital medium for preserving China's art, culture, and history. These beautiful works are made by pressing thin sheets of wet paper into carvings or inscriptions cut in stone or other hard materials and carefully inking the surface to create a copy of the original. The resulting rubbing has white impressions where the paper was pressed into the carving surrounded by a typically black ink field. Because they are easily transported, rubbings quickly became the primary means to faithfully reproduce and share historical data, poetry, scholastic texts, calligraphy, and art throughout China. Due to the loss and deterioration of many original stones through the centuries, rubbings frequently are the sole remaining evidence of a significant portion of China's artistic and cultural heritage.”

<http://fieldmuseum.org/explore/our-collections/chinese-rubbings-collection>



The technique of rubbing began to be practiced in the West at a relatively late date. In the United States rubbing is most often used to reproduce reliefs carved on gravestones, especially of the colonial period and the early 19th century. In Europe it is almost exclusively applied to monumental brasses, engraved memorial brass sheets mounted into large stone slabs.

<http://www.britannica.com/EBchecked/topic/511857/rubbing>



SURFACE RUBBINGS IN MODERN ART

Frottage: the technique of creating a design by rubbing (as with a pencil) over an object placed underneath the paper; *also* : a composition so made

~What is the difference between a surface rubbing and a frottage? A frottage just desires to use rubbing to grab a random texture, while a surface rubbing is a form of record-keeping.~



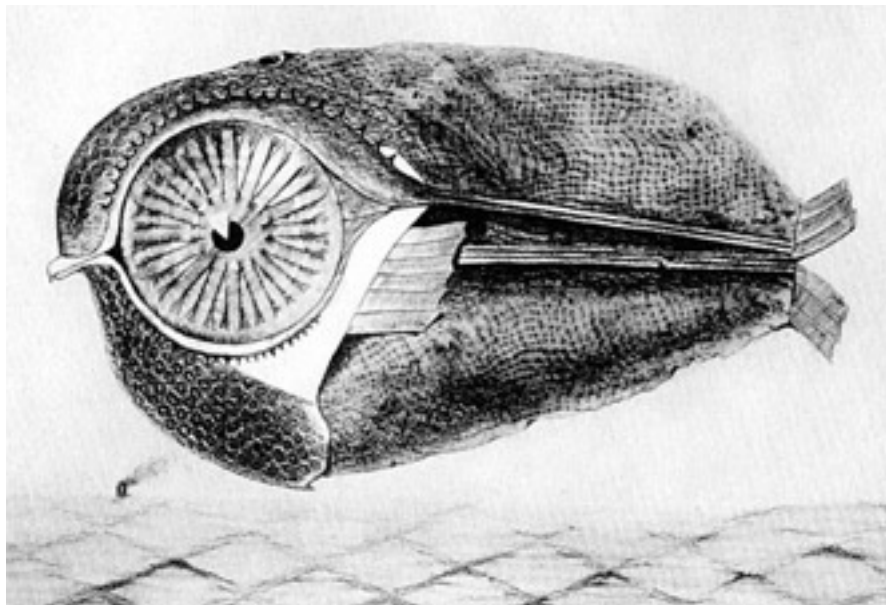
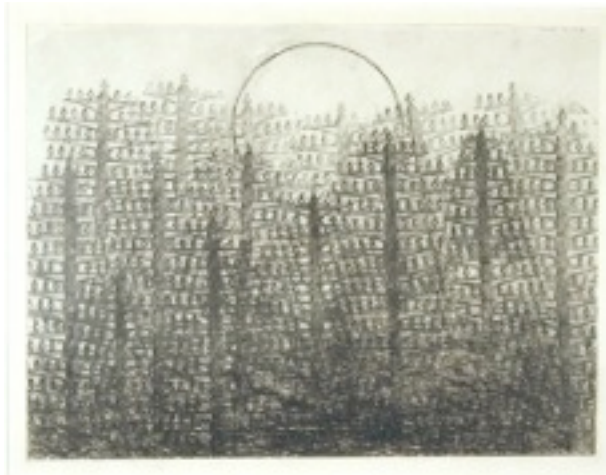
Relief: to create a sculpture in relief is thus to give the impression that the sculpted material has been raised above the background plane

A **bas-relief** or **low relief** is a projecting image with a shallow overall depth, for example used on coins, on which all images are in low relief.

Max Ernst

A prolific artist, Ernst is considered to be one of the primary pioneers of the Dada Movement & Surrealism.

In 1925 he invented frottage, an art technique which uses pencil rubbings of objects as a source of images.



YOUR HOMEWORK!!!!

Make a surface rubbing to create your own frottage drawing. The most successful rubbings are made from surfaces with low relief textures. When you create your rubbing be sure to consider how you will incorporate it into a larger drawing. Your final drawing is up to your imagination. It can be a portrait, a creature, a landscape, a dreamscape, a map. Let your frottage lead you to your final drawing!

LESSON TWO

SECTION ONE

TITLE OF LESSON: Stencil Art

GRADE LEVEL: Grades 7 & 8

NUMBER OF CLASSES NEEDED: Three 50 minute classes

LESSON OVERVIEW: First day: Powerpoint & discussion (attached), homework assignment: make a stencil design. Second day: Demo & stencil cutting workshop time. Third Day: Demo and stencil printing workshop time, gallery walk, self assessment.

(modified from lesson plan created with Heather Aziz)

SECTION TWO:

DESIRED UNDERSTANDINGS:

AS A RESULT OF THIS LEARNING EXPERIENCE WE NOW UNDERSTAND THE FOLLOWING:

1. What a stencil is
2. How to make a stencil
3. How to print using a stencil
4. How stencils are used
5. The connection between stencils and relaying visual messages: how to create meaning or message using a stencil

ESSENTIAL QUESTIONS:

What is the connection between stencils and political imagery?

What are some differences between art for decoration & art for official use or social commentary?

Why is this art form deemed controversial and illegitimate when compared to other art forms?

SECTION THREE:

WHICH VISUAL ARTS CURRICULUM FRAMEWORKS DOES THIS LESSON ADDRESS?

3.5 Create symbolic artwork by substituting **symbols** for objects, relationships, or ideas

3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions

4.4 Produce work that shows an understanding of the concept of craftsmanship

5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism

SECTION FOUR:

WHAT KEY KNOWLEDGE WILL STUDENTS GAIN FROM THIS?

1. Cognitive- what new brain knowledge/info will they gain?
Students will learn about the use of stencil in art history, as well as how contemporary artists are using the medium. Students will learn about using imagery to convey meaning.
2. Behavioral- what new physical skills/ techniques will students gain?
Students will learn how to make a stencil. Students will learn how to print using their stencil.
3. Affective- how will this change students' values?
As a result of participating in the stencil art lesson, students will become more aware of the various purposes of art and the value of less elevated art forms.

EVIDENCE OF UNDERSTANDING AND LEARNING

1. Students will create a printable, reusable stencil.
2. Students will print using stencil.
3. Students will use symbolism in their stencil to convey a message in their prints.
4. Students will participate in a gallery walk and will be able to reflect and respond to their own work and the work of others.
5. Students will complete a self-reflection that demonstrates understanding of how stencils are made and used, and how symbols can convey meaning.
6. Students used materials with awareness of process and safety, students stayed on task, students will be respectful of other student's work.

SECTION FIVE: THE STEPS TO TEACHING THIS LESSON:

Day One:

INTRODUCTION

Powerpoint slides:

Definition

History

Everyday uses/Discussion

Contemporary Artists: Banksy & Swoon/Introduce Essential Questions

Demonstration of stencil making using prepared design

Homework assignment (handout)

Day Two:

SHOW & TELL of student designs: students put out stencil designs on table, short gallery walk, ask for volunteers to discuss process/struggles/tips

DEMONSTRATION of how to transfer stencil to cardboard and how to cut stencil out so that it remains printable. Discussion of keeping cut-out pieces intact to be used in printmaking variations.

Workshop: ½ hour

Day Three:

DEMONSTRATION of how to print stencils on paper using sponges & acrylic paint

- brief discussion on color-mixing and use of color in message-making
- start with small amounts of paint (quarter sized dollop)
- talk about using the sponges to create different effects
- talk about using stencils to create layers and repeated images
- discuss having drying time between different layers

WORKSHOP: ½ hour

CLEAN UP

GALLERY WALK/DISCUSSION

- What messages do we see conveyed here?
- What kinds of techniques were used to convey these messages?
- What symbols do you see and how are they being used?

REFLECTION ACTIVITIES

- Self Reflections on Day Three

TEACHER REFLECTION-

- Comment on students' Self Reflections
- Were students engaged during Powerpoint and discussion? During Demonstration?
- Do evals indicate any missing pieces?
- Are essential questions being addressed?

CONSIDERATIONS-

- Gloves for students with tactile issues
- Allowing more time to complete project if necessary
- Allowing students to cut using scissors or assist with cutting if necessary
- Providing tape to hold stencils in place

ELL ESL CONSIDERATIONS-

- Printouts of expectations and instructions in English, and native language if possible.

SPECIAL CONDITIONS-

- Need computer, projector and projection screen

MATERIALS LIST:

- Computer & power chord
- PowerPoint
- Exacto knives
- Thin cardboard (cereal boxes, beverage cases)
- Acrylic paints
- Lots of white drawing paper
- Sponges (12+ sponges cut into pieces)
- Newspaper to cover tabletops
- Trays for paint
- A sink

RUBRIC:

Self Reflection Worksheet (Day Two)

Name:

Date:

1. What is a stencil?
2. Name the two parts of the stencil.
3. What are 3 uses of stencils?
4. Name an artist who uses stencils. How does this artist use stencils to convey a message or meaning?
5. What meaning(s) or message(s) did you use your stencil to convey? Do you think the message was conveyed successfully? Why or why not?
6. If you change something about the work you made, what would it be?
7. Why might this art form deemed controversial and illegitimate when compared to other art forms?

Rubric

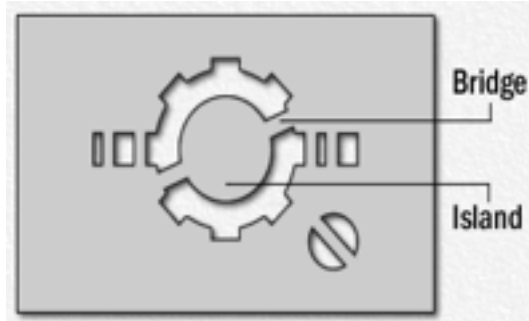
Criteria for Assessment	3. Exceeds Expectations	2. Meets Expectations		1. Below Expectations	0. Does Not meet criterion	Comments
Created a reusable, printable stencil	Made more than one stencil	Made a working stencil		Attempted stencil	Did not complete	
Printing process	Experimented with various printing techniques	Printed stencils clearly		Had difficulty printing stencils clearly	Did not print	
Participated in gallery walk and was able to reflect and respond to their own work and the work of others	Met expectations and brought new insight to the discussion	Student provided relevant responses & reflections regarding messages conveyed, techniques used, and symbols used		Student did not participate in discussion during gallery walk	Student was absent or was disruptive	
Student completed self-reflection worksheet	Student met expectations & provided relevant additional information which was not covered in class	Student completed self-reflection worksheet demonstrating understanding of stencil technique & symbolism	Student completed self-reflection worksheet partially		Student did not complete self reflection.	
Student conveyed a visual message or meaning using symbolism.	Conveyed multiple meanings, used multiple symbols	Conveyed meaning using their stencil		Intended meanings difficult to understand	No meaning conveyed.	
Student used materials safely	Assisted others in safe use of materials	Used materials safely		Attempted safe use	Did not use materials safely	

Stencil Art Homework Assignment

What is a stencil?

- A template made by cutting a design into a stiff paper, plastic, cardboard, or metal.
- A method of applying a design by brushing ink or paint through the cut out areas of a template so that the pattern will be reproduced on the surface placed below.

Parts of a stencil



The key advantage of a stencil is that it can be reused to repeatedly and rapidly produce the same letters or design!

ASSIGNMENT:

- Draw your stencil design(s) on paper**
- Bring** your stencil design in to class **next week** to turn transfer onto cardboard and turn into stencil.
- Your design should **use symbolic images to convey meaning**.
- Be sure to use **the bridge** and **island** technique to ensure your stencil will hold together for printing.

ESSENTIAL QUESTIONS:

- What is the connection between stencils and political imagery?
- What are some differences between art for decoration & art for official use or social commentary?
- Why might this art form be deemed controversial and illegitimate when compared to other art forms?

LESSON THREE

SECTION ONE

TITLE OF LESSON: Monoprint/Monotype Exchange

GRADE LEVEL: Grades 7-8

NUMBER OF CLASSES NEEDED: Four

LESSON OVERVIEW: First day: powerpoint & technique demo, experimentation with materials if time. Self-reflection. Second & Third: Planning and execution of print series. Day Four: Critique & Exchange. Fill out self-assessment.

(modified from lesson plan created with Heather Aziz)

SECTION TWO:

DESIRED UNDERSTANDINGS:

AS A RESULT OF THIS LEARNING EXPERIENCE WE NOW UNDERSTAND THE FOLLOWING:

6. Printmaking techniques, specifically monoprints (and monotypes)
7. Use of stencils, pattern-making materials, and drawing in printmaking

ESSENTIAL QUESTIONS:

How do monoprint/monotypes relate to other artistic mediums?

How do artists use series to explore techniques and/or ideas?

What is the role of experimentation in the art-making process?

SECTION THREE:

WHICH VISUAL ARTS CURRICULUM FRAMEWORKS DOES THIS LESSON ADDRESS?

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools *such as pens, brushes, markers, cameras, tools and equipment for **printmaking and sculpture**, and computers*

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry Create complex patterns, *for example, reversed shapes and tessellation*

5.5 Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others

SECTION FOUR:

WHAT KEY KNOWLEDGE WILL STUDENTS GAIN FROM THIS?

4. Cognitive- what new brain knowledge/info will they gain?
Students will learn about what monoprints and monotypes. Students will learn about what an artist series is.
5. Behavioral- what new physical skills/ techniques will students gain?
Students will learn how to make monoprints and monotypes. Students will learn how to execute their own artist series.
6. Affective- how will this change students' values?
Participating in the monoprint/monotype process will help students understand the value of risk and experimentation in the art-making process, which is a transferable skill.

EVIDENCE OF UNDERSTANDING AND LEARNING

7. Students will create a series of prints, enough for each student to participate in the print exchange with each of their classmates.
8. Students will experiment with all of the techniques presented, and use at least one in their own series.
9. Students will participate fully in a class critique and will be able to reflect and respond upon their own processes
10. Students will complete a self-evaluation which demonstrates understanding of the monoprint/monotype process and related vocabulary
11. Students used materials with awareness of printmaking process and safety, students stayed on task, students will be respectful of other student's work.

SECTION FIVE:

THE STEPS TO TEACHING THIS LESSON:

INTRODUCTION

Powerpoint slides (attached)

Points: Monoprint vs Monotype, Series, Essential Questions Introduced, Print-Exchange!

DEMONSTRATION

Demonstration of monoprint/monotype process:

- How much ink to use
- How to use ink brayers
- How to use tools to add ink to plate to create image to print
- How to spread the ink evenly over printing plate
- How to use different tools to remove ink from plate
- How to use stencil on plate (students can use stencil from last project)
- How to print plate onto paper
- Show example of monoprint/monotype exchange, remind students that this will be final product

TEACHING ACTIVITIES

Day One:

- Introduction Power Point/discussion
- Essential questions introduced for consideration
- Pass out inking plates
- Have students ink plates, check on students to be sure plate is inked evenly
- Have students experiment with mark-making materials, subtractive processes, use of stencils, other ready-mades to add texture
- Clean-up!
- If time, students will complete self-reflection worksheet, if not they will fill out for homework

Day Two & Three:

- Use student work to discuss shapes, forms, positive/negative space and pattern

- Students will plan design for series/print exchange
- Print production
- Clean-up

Day Four:

- Critique: students lay out full series, show students how to sign and number prints, gallery-walk style critique, blank piece of paper beside each series. Have students write at least one constructive comment for each series. Lead discussion of each series using comment sheets and essential questions.
- Exchange: Have students flip prints over onto reverse sides, have students distribute their prints into piles (one for each student), Have student fashion simple portfolio for prints and label "Print-Exchange", class title, and date.
- Last ten minutes for self-evaluations.

REFLECTION ACTIVITIES

- Self Evaluations on Day One and class critique on Day Four

TEACHER REFLECTION-

- Comment on Self-Reflections from Day One
- Were students engaged during Powerpoint? During Demonstration?
- Do evals indicate any missing pieces?
- Are essential questions being addressed?

CONSIDERATIONS-

- gloves & smocks
- Printouts of expectations and instructions
- Allowing more time to complete project if necessary
- Aiding in positioning plate for printing if necessary

ELL ESL CONSIDERATIONS-

-Printouts of expectations and instructions in English, and native language if possible.

SPECIAL CONDITIONS-

-Need computer, projector and projection screen

MATERIALS LIST:

-Computer & power chord

-PowerPoint

-Plexiglass plates

-Old etching plates or lino blocks to be used as printing surfaces?

-Lots of white paper

-Newspaper to cover tabletops

-Drying racks

-A sink

-Tabletops in classroom can be set in stations for students to work together. At each station there should be:

- Newspaper
- Plastic trays for rolling the ink onto brayers
- Water-Based Printing Inks
- Printing Plates
- Brayers
- Clean space for printing
- Stack of papers to be printed on

-Cardboard for cutting stencils

-Exacto knives (closely monitored by teacher) or scissors

-Assorted mark-making materials (cotton swabs, brushes, sponges, toothpicks, papertowels, textured fabrics, doilies, leaves, etc.)

-Canson paper for portfolios, 1 sheet per student, a few extra just in case.

FOR ASSESSMENT:

Self-Reflection Worksheet (Day One)

Name:

Date:

8. What is a monoprint? A monotype?

9. How are monoprints/monotypes related to other artistic mediums?

10. What is an artist series? Why would an artist work in a series?

11. What new materials and methods did you learn about today?

12. What did try today that you might use to make your print series?

Self Assessment Rubric (also to be used by teacher)

	3. Exceeds Expectations	2. Meets Expectations	1. Below Expectations	Comments
Student created a series of prints, enough for each classmate	Student created more than the allotted amount	Student created allotted amount	Student did not completed allotted amount	
Students experimented with all of the techniques presented, and used at least one in their own series.	Student experimented with all techniques and used multiple techniques in their series	Student experimented with all techniques and used one in their series	Student did not experiment with all techniques	
Student participated in a class critique	Student provided multiple comments on feedback sheets and participated in discussion	Student provided one comment on each feedback sheet	Student did not comment on every feedback sheet	
Student completed self-reflection worksheet demonstrating understanding of monoprint/ monotype process and related vocab	Student provided relevant additional information which was not covered in class	Student completed self-reflection worksheet	Student did not complete self-reflection worksheet	
Student used materials appropriately	Student assisted classmates in using materials appropriately	Student used materials appropriately	Student did not use materials appropriately	
Student was respectful of other student's work throughout lesson	Student made positive or helpful comments to fellow students	Student was respectful of other student's work	Student was not respectful of other student's work	



Demonstration pieces (l-r): printed t-shirt, screen that I used to make prints, printed

LESSON FOUR

SECTION ONE

TITLE OF LESSON: Design your own logo! Simple Screenprinting.

GRADE LEVEL: Grades 7 & 8

NUMBER OF CLASSES NEEDED: Four 50 minute classes

LESSON OVERVIEW: First day: Introduction & discussion of screenprinting; homework assignment: create your own logo (drawn on tracing paper or translucent vellum). Second day: Prepare screens, trace logo designs onto screens, prepare for printing. Third day: Screen printing workshop. Fourth Day: Finishing touches. Gallery walk & Discussion.

SECTION TWO:

DESIRED UNDERSTANDINGS:

AS A RESULT OF THIS LEARNING EXPERIENCE WE NOW UNDERSTAND THE FOLLOWING:

6. The basics of the screenprinting process
7. How to make a screenprint
8. How screenprinting is often used as a method of promoting brands, groups, and individuals to the public
9. Definitions of logos and typography

ESSENTIAL QUESTIONS:

How have artists used the process of screenprinting?

What is it about this medium that makes it so preeminent in popular imagery?

SECTION THREE:

WHICH VISUAL ARTS CURRICULUM FRAMEWORKS DOES THIS LESSON ADDRESS?

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools *such as pens, brushes, markers, cameras, tools and equipment for **printmaking** and **sculpture**, and computers*

3.5 Create symbolic artwork by substituting **symbols** for objects, relationships, or ideas

4.4 Produce work that shows an understanding of the concept of craftsmanship

5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism

SECTION FOUR:

WHAT KEY KNOWLEDGE WILL STUDENTS GAIN FROM THIS?

4. Cognitive- what new brain knowledge/info will they gain?

Students will learn about the process of printmaking, as well as the definition of logos and typography.

5. Behavioral- what new physical skills/ techniques will students gain?

Students will learn how to screenprint their own logos onto fabric or poster paper.

6. Affective- how will this change students' values?

Students will become more aware of graphics, as well as effective typography and logos in their everyday lives.

EVIDENCE OF UNDERSTANDING AND LEARNING

5. Students will create their own logo design, showing an awareness of graphics and typography, as well as positive and negative space.
6. Students will create their own screen to print with and print at least once on fabric or posterboard.
7. Students will participate in a gallery walk and will be able to reflect and respond to their own work and the work of others.
8. Students used materials with awareness of process and safety, students stayed on task, students will be respectful of other student's work.

SECTION FIVE: THE STEPS TO TEACHING THIS LESSON:

Day One:

INTRODUCTION

Powerpoint (attached): Points of discussion- definitions of screen-printing, logo, typography, DIY culture, positive & negative space, overview of process using step-by-step instructions on Instructables website (www.instructables.com)

Homework assignment: create own logo/emblem using graphics and/or typography

Day Two:

SHOW & TELL of student designs

Transferring of designs to screens

Preparation of printing screens

Day Three:

Demonstration of printing process

Print workshop

Cleanup

Day Four:

Gallery Walk & Discussion

REFLECTION ACTIVITIES

-Prompt questions for Day One

-Self-reflection after Day Three

TEACHER REFLECTION-

-Comment on students' Self Reflections

-Were students engaged lecture & discussion? During demonstration?

-Do reflections indicate any missing pieces?

-Are essential questions being addressed?

CONSIDERATIONS-

-Gloves for students with tactile issues

-Allowing more time to complete project if necessary

ELL ESL CONSIDERATIONS-

-Printouts of expectations and instructions in English, and native language if possible.

SPECIAL CONDITIONS-

-Need computer, projector and projection screen

MATERIALS LIST:

-Computer & power chord

-drawing paper

-pencils & sharpies

-embroidery hoops

-woven mesh fabric (polyester)

-Modge-Podge

-silkscreen ink (or fabric paint)

-tee shirts, tote bags, poster boards, blank album covers to print on

-paintbrushes

-cardboard pieces to spread ink/paint

-iron

-cardboard

-newspaper to cover work tables

SELF-REFLECTION QUESTIONS & RUBRIC:

Self Reflection:

-Complete prompt questions on Day One before creating design

-Complete self-reflection after printing on Day Three

Day One

Name:

Date:

Brainstorm!

If you had a band, a business, or started a group what would your group be about? What symbol or image would represent what you or your group is about? What word or words would be used to describe you?

Day Three

Name:

Date:

5) If you change something about the work you made, what would it be?

6) What do you think was successful about your final screen print?

Rubric

Criteria for Assessment	3. Exceeds Expectations	2. Meets Expectations	1. Below Expectations	0. Does Not meet criterion	Comments
Created logo design showing an awareness of graphics and/or typography, and negative space.	Created multiple logo designs or one particularly complex design	Created logo design showing awareness of graphics and/or typography and negative space	Created logo design but had difficulty with elements of design introduced during lesson	Did not complete	
Created own screen to print with and used to print	Made multiple screens or created multiple variations of print	Created own screen to print with and used to print	Had difficulty creating screen and/or had difficulty printing	Did not complete	
Participated in gallery walk, reflected on and responded to own work and work of others.	Met expectations and brought new insight and/or energy to discussion	Made more than one comment providing feedback about own work or work of fellow students	Made one comment providing feedback about own work or work of fellow students	Did not participate	
Student completed self-reflection worksheet	Student met expectations & provided relevant additional information which was not covered in class	Student completed self-reflection worksheet & demonstrated understanding of frottage in art	Student completed self-reflection worksheet partially	Student did not complete	
Students used materials with awareness of process and safety, students stayed on task, students will be respectful of other student's work.					