

## Lesson Plan

<b>Name:</b>	Vivian Santos
<b>Lesson Title:</b>	Printmaking Lesson - Pressing Issues
<b>Grade Level:</b>	Middle School or High School

### Vocab, Art History, Interdisciplinary Connections

<b>Artist/Culture/Movement Connections</b> Abel Alejandro, Melanie Cervantes, Emory Douglas, Shepard Fairey	<b>Interdisciplinary Connections</b> Social Studies
<b>Art Vocabulary:</b> Relief printmaking	<b>Elements/Principles of Art</b> Line, Shape, Space, Color, Form, Texture
<b>Media and Materials needed:</b> printmaking paper, transfer paper, pencil, pen, eraser, bench hook, lino cutting tools, linoleum block, block printing ink, ink plate, brayer, baren	

### Content Standards

#### Content Standard 2

2.6 Create a two or three-dimensional work of art that addresses a social issue.

#### Content Standard 4

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

#### Content Standard 5

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

### Learning Objectives

1. Students will understand how art can bring attention to social issues.
2. Students will select and develop subject matter to reflect their knowledge of a communal or global social issue.
3. Students will implement the relationships of subjects, themes, and symbols in order to communicate a message through their artworks and interpret the artworks of others.

#### Anticipatory Set:

To introduce students to printmaking I will give students an eraser, cutting tools, paper, and ink to create a stamp essentially. Students will learn how negative and positive space works and whatever is removed from the block will not print on the paper. Also, have them keep in mind the print is a mirror image of the original block. So if they want to use text in their block, they have to

flip the text so it prints correctly. This will be helpful for students to understand when working on the final project.

**Big Idea:**

To bring attention to and create discussions around a social issue of your choice through visual art.

**Essential Question:**

What message are you trying to communicate with the viewer? How will you illustrate that message? How will viewers that are unfamiliar with your issue be able to “read” your work? How does the presenting and sharing of artworks influence and shape ideas, beliefs, and experiences?

**Objective/Purpose:**

Students will select and develop subject matter to reflect their knowledge of historical, societal, or cultural issues that they find in their community or in global issues. To explore the idea of making art that engages discussions and brings attention to an issue.

**Model:**

I will offer past samples as examples of the possibilities of this project and can have the class participate in an example together by going through the brainstorming sheet and coming up with possible ideas to get them started. Also, I will demonstrate how to handle carving tools safely and properly to avoid accidents.

**Check for Understanding:**

Check if students understand the context behind activist art by having them discuss the intended message in their work. Does the concept of their final product relate or bring attention to their chosen issue?

### Step by Step Instruction of Lesson

<b>Instructional Strategies (what the teacher does)</b>	<b>Activities (what the students do)</b>
<b>Day 1:</b> Assign students the anticipatory set, then present a PowerPoint on printmaking and social activists that use this medium. Students can begin brainstorming their ideas with the time left available.	<b>Day 1:</b> Students will participate in the anticipatory set, watch the presentation given by the teacher, and begin brainstorming ideas.
<b>Day 2:</b> Assist students with developing their ideas. When sketching ideas have them keep in mind how negative and positive space works, what they carve away will not print and that fine details may be difficult to carve in linoleum.	<b>Day 2:</b> Students will start to develop their ideas into sketches. Students should understand how negative and positive space works and consider what they will be carving out of the linoleum when developing their sketches.
<b>Day 3:</b> Assist students with their work if needed.	<b>Day 3:</b> Students continue to work on their sketch and should have a finalized sketch by the next class meeting.
<b>Day 4:</b> Demonstrate how to transfer their image to the linoleum and how to safely carve their block.	<b>Day 4:</b> Students will transfer their images to their block and begin carving them.
<b>Day 5:</b> Demonstrate how to ink and print blocks. Assist students with carving if needed.	<b>Day 5:</b> Students will watch a demonstration on how to print their blocks. Continue carving their blocks.
<b>Day 6:</b> Assist students if needed.	<b>Day 6:</b> Last day for students to carve their blocks.
<b>Day 7-8:</b> Assist students with printing their blocks.	<b>Day 7-8:</b> Students will have two class periods to print their blocks. The first meeting will be used to do test prints and fix any issues in their blocks. The second meeting will be used to work on final prints.
<b>Day 9:</b> Conduct critiques.	<b>Day 9:</b> Students will participate in the critique.

#### **Critique/Discussion:**

I would have students hang up their work and pair them into groups of two and have them critique each others work in front of classmates. I will also allow up to two students to give

critiques on the students that are currently presenting their critique as well. By doing this each student receives a critique and can talk about their work a bit.

### Assessment/Scoring Rubric

Criteria	1	2	3	4
<b>Quality</b>	The quality of the print is poor. The image was messy and the edges of the block were printed unevenly. The print is missing a title, signature, date.	The quality of the print is fair. Parts of the image and the edges of the block did not print evenly. The print is missing one or more: title, signature, date.	The quality of the print is good. All parts of the image and the edges of the block printed evenly. The print is titled and signed/dated.	The quality of the print is excellent. All parts of the image and the edges of the block are crisp and clear. The print is titled and signed/dated.
<b>Design/ Composition</b>	The student's design/composition shows limited or no preplanning. The space filled in an awkward haphazard or illegible manner.	The student shows limited knowledge of the principles and elements of design with regard to the composition of the subject matter for this print.	The student shows good knowledge of the principles and elements of design with regard to the composition of the subject matter for this print.	The student shows excellent knowledge of the principles and elements of design with regard to the composition of the subject matter for this print.
<b>Time/Effort</b>	Class time was not used wisely and the student put in no additional effort.	Class time was not always used wisely, but the student did attempt to work on it outside of class.	Class time was used wisely. The student put in some time and effort outside of class.	Class time was used wisely. Much time and effort went into planning and design. It is clear the student worked outside of class as well as in the class.
<b>Planning and Explanation</b>	The student has thought very little about the project. They are not invested in the final product.	The student can describe how they envision the final product but finds it difficult to describe how they will reach that goal. Has set a goal, but lets things evolve in somewhat random manner.	The student can somewhat describe how they envision the final product and can describe some of the steps they will use to reach the goal. Focused with some planning.	The student can describe in detail at any point during the printing process how they envision the final product and how they intend to reach their goal. Very focused and goal-oriented.

**Adaptations:**

For students with motor skill disabilities, I would still have them still create and develop their own ideas and have them participate in the printing process but have an aid take over any of the work that involves cutting to avoid injuries.

For English Language learners I would incorporate imagery and vocabulary in my presentation of tools to help the students become familiar with them.