

LESSON PLAN FORMAT

Lead Teacher: Katy Lehman

Mentor: Pam Armstrong

Unit Title: Layers Tell an Artistic Story

Lesson Title: Material Exploration with Layers

Grade Level: Fourth Grade

Number of Students: 25 Students

BIG IDEA

Layers Tell an Artistic Story

All art has layers. Some artists create artwork that has more diverse layers or aspects that are or are not visible beneath its surface. Artists are always adding different layers into their artwork. Creating these layers takes time. Maybe they are creating a mixed media piece and need the glue to dry before they can add another piece of the collage. Maybe they are creating a sculpture and need to create a metal base before they can add the fabric layer. Lastly, maybe they are creating a painting and need the paint to dry before they can add the next layer. Some artists even add new layers onto another artists previous work; therefore, collaborating with one another. Layers create dimension, tell a story, and convey emotion. Layered elements in an art piece can stimulate creative conversation and intellectual thought or speak to individuals on a personal and emotional level.

Art tells a story about different time periods, cultures, societies, genders, races, religions and more. Art explains the history of all these different concepts. When looking through artwork, a viewer can see from composition, concentration, and style of the story the artist was trying to tell or the movement this piece belongs to. Every piece of art tells a story; therefore, students need to understand how they can create a story or explain their emotion, culture, society, time period, race, religion, or gender through the different layers of their artwork.

ART / ARTIST(S) OF RELEVANCE

Pablo Picasso

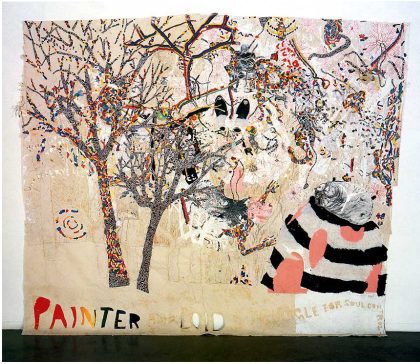
- Abstract
- Cubism
- Collage

Michelangelo

- Multifaceted artist
- Sistine Chapel ceiling painting
- 4 years
- Narrative
- Layers

Trenton Doyl Hancock

<https://art21.org/read/trenton-doyl-hancock-storytelling-characters-and-colors/>



Julie Mehretu

<https://art21.org/read/julie-mehretu-to-be-felt-as-much-as-read/>



Liz Magor

Violator, 2015, wool, paint, cellophane

Pink Shimmer, 2015, Polymerized gypsum, taxidermied bird, cellophane

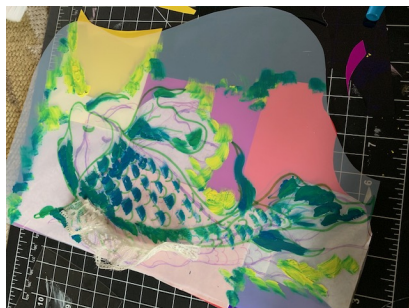
<https://art21.org/gallery/liz-magor-artwork-survey-2010s/#12>



Artists Unknown



Teacher Example



PREREQUISITES

1. Students need to know how to cut paper.
2. Students need to know how to draw with markers.
3. Students need to know how to use paint and paintbrushes.
4. Students need to know how to use glue and apply materials onto each other with the glue.
5. Students need to know how to use scissors.

6. Students need to have an understanding of the art terms transparent, translucent, and opaque.

SAFETY HAZARDS

1. Students will be able to use scissors to cut materials. They need to properly hold the scissors and only use them when they are sitting at the table working on their artwork.
2. Students will be able to move to different stations in the room to explore different art materials; therefore, they must make sure they move around the room in a respectful manner and only use the materials for each station at that given station.

INTERDISCIPLINARY CONNECTIONS

This lesson connects the arts to reading, writing, and history. The students will begin the lesson with a group discussion where we introduce several vocabulary words that include: collage, abstract, transparency, translucency and opaque. They will learn what these words mean and how we will use each word differently in our art practice. Then we will read three separate books. The first book “Colors” will create a provocation for color, different types of paper, and printing in layers. The second book is a biography and short story about Pablo Picasso. This reading will introduce us to the concepts abstract, cubism, and collage. The third book is about Michelangelo and it will spark an educational conversation about painting in layers, creating artwork over a period of time, and creating a narrative in art. The last two books will also relate our art lesson to history by discussing famous artists in history and the time period that they were from.

LESSON OVERVIEW

For the class “Material Exploration with Layers” the students will create artwork that focuses on layering and storytelling. First they will have an artistic and intellectual conversation about how artists use layers with one medium or with mixed medias. We will look at examples of artwork that has extremely apparent layers with one or multiple mediums and we will also look at artwork that has layers that may go unnoticed or overlooked. We will discuss how these layers are used to create a whole composition, but also how each layer has it’s own purpose or part of the bigger story. They will be shown an example mixed media piece that has layers of tissue paper, cellophane, acetate, markers, paint, and lace. Then they will be able to explore these materials on their own to create a multilayered mixed media art piece. They will be told and therefore weary throughout their art making that when they have completed their mixed media material exploration they will write a 3-6 sentence story about what they have created. This story should explain the multiple layers of the art-piece or the process. This will tie together the real and the imaginary/fantasy. Knowing that they will create a story based off of the artwork will encourage them to slightly plan out what they want to create while still allowing their art making process to be spontaneous and fluid. Creating a story based off of the artwork will coerce each artist to reflect on their artwork and give the piece even deeper meaning that what can be seen with the eyes.

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LEARNER OBJECTIVES

1. Students will learn vocabulary words and concepts that will explain the lesson.
2. Students will engage in intellectual and artistic conversation as a class whole.
3. Students will write a story.
4. Students will learn about famous artists in history and how their style and artworks relate to our lesson.
5. Students will find inspiration from the books we read and the artists we discuss.
6. Students will explore a variety of materials.
7. Students will learn how to mix various mediums.

NATIONAL ART STANDARDS

VA:Cr1.1.1a. Engage collaboratively in exploration and imaginative play with materials.

VA:Cr1.2.1a. Use observation and investigation in preparation for making a work of art.

VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

Standard - CC.1.5.1.A. Participate in collaborative conversations with peers and adults in small and larger groups.

Standard - 9.1.V.1.E1. Use imagination and creativity to express self through visual arts.

Standard - AL.2.1.B1. Complete multi-step tasks with independence.

Standard - AL.3.2.A1. Use and connect materials/strategies in uncommon ways to create something new or to solve problems.

MATERIALS NEEDED FOR LESSON

Be specific in listing materials. For example, rather than listing “markers,” specify the exact type of marker, such as “Crayola broad water-based markers”

TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Teacher Actions:

A detailed, rich description of what you are doing at a particular moment. You need to imagine your class from start to finish, detailing every action that is taken. Those who read your less should not only understand *what* you are doing, but also *how* you are doing something.

Expected Learner Actions:

A detailed, rich description of what the students are doing at a particular moment. You need to imagine your class from start to finish, detailing every action that is taken. The “expected learner actions” should correspond with what you have written in the teacher actions. Those who read your less should not only understand *what* you are doing, but also *how* you are doing something.

Please note you may change this format if you wish.

Teacher Actions	Expected Learner Actions
<ul style="list-style-type: none"> • Demo (10 minutes) <ul style="list-style-type: none"> ○ Show students teacher example. Show them the different materials used and then bring it over to the light table and let a few students at a time look. ○ Read the students teacher example short story ○ • Brainstorm (5 minutes) <ul style="list-style-type: none"> ○ Tell the students where they can find all of the materials ○ Reiterate material safety ○ Ask multiple students to reiterate to the class what we are doing ○ Ask the class if they have any ideas already what they want to make based off of the teacher example and the books/famous artists we have looked at. <p>Work Time (30 minutes)</p> <p>Closing</p> <ul style="list-style-type: none"> • Plus clean up (10 minutes) <ul style="list-style-type: none"> ○ Ask students to return any scrap and unused materials to the bins. 	

<ul style="list-style-type: none"> ○ Ask students to pick up any loose parts that have fallen on the ground ○ Ask students to place their finished artworks in the middle of the table with their story on top ○ • Questions (10 minutes) <ul style="list-style-type: none"> ○ Students will return to the middle circle of the room ○ I will ask any students if they would like to share their art piece with the class and tell their story. ○ I will ask the students “what was your process of creating layers in your artwork” ○ 	
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ENDING THE LESSON

Closure of Lesson What will you do to end this lesson?

Transition to Next Lesson (Optional) How does what happens in this lesson set the stage for what will occur in the following lesson?

REFERENCES TO MATERIALS CONSULTED

This section is similar to a “references” section of an academic paper. You need to account for any and all resources that you have used to conceptualize and write your lesson plan (e.g., websites, books, exhibition materials, movies, etc.)

THE CLASSROOM AS A THIRD TEACHER

The classroom will be set up in three large tables with white sheets of paper covering the tables. On each table will already be set out colorful tape, glue, colorful sharpie markers, scissors, and a piece of acetate for each student. When students come into the room they will have their assigned seats but we will meet in the middle of the room in an open circle for artistic and intellectual conversation. On the board will be multiple prints hanging of Picasso's, Romare Bearden's, and Michealangelo's artwork for reference and inspiration. On the board will also be the big idea words *Layers*, *Collage*, and *Narrative*. At the front table will be three separate bins with colorful cellophane, colorful tissue paper, and colorful opaque papers that the students will come pick and choose from for their art practice after we have had our conversation. In the room will also be two light boxes that the students will be able to view their artworks and art materials "in a new light" throughout the class and when they finish. The light table is also where they will be able to view their peers' work. Students will be able to freely move around the art space to find new materials and let their artwork move and flow.

ASSESSMENT

Assessment of student learning should reflect learning objectives.

What specifically are you evaluating?

What assessment methods will you use (e.g. reflections, checklist, small group discussions, questions, etc.)?

CONTINUATION

Lesson Title: Narrative and Prints

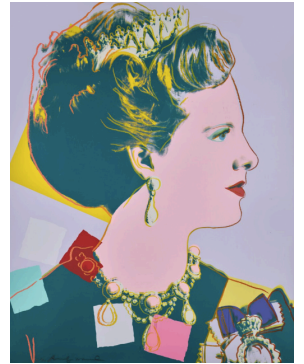
ART / ARTIST(S) OF RELEVANCE

"Color" Ruth Heller

Andy Warhol

- Andy Warhol Museum <https://www.warhol.org/andy-warhols-life/>
- Silk screen <https://hamiltonselway.com/andy-warhols-silk-screening-process/>
- Screen printing was a process in duplication, industrialization of art, silk-screening printing images repeatedly onto a single canvas
- Pop art
- 1928-1987, Pittsburgh, went to Carnegie Mellon University





Kiki Smith Printmaking, Etching Aquatint and Dry point printing
<https://art21.org/watch/extended-play/kiki-smith-printmaking-short/>



Martin Puryear Printmaking <https://art21.org/watch/extended-play/martin-puryear-printmaking-short/>



Walton Ford Printmaking <https://art21.org/read/walton-ford-printmaking-and-natural-history-artists/>



Craig Zammiello and Ellen Gallagher Print collaboration <https://art21.org/watch/extended-play/ellen-gallagher-master-printer-craig-zammiello-short/>
https://www.moma.org/momaorg/shared/pdfs/docs/learn/courses/EllenGallagher_PO.pdf
<http://www.columbia.edu/cu/arts/neiman/Zammiello/>



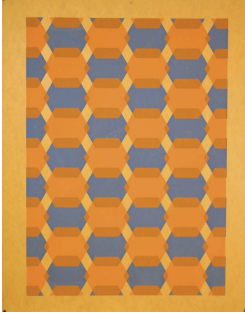
Elliott Hundley

- Layers
- Mixed media

- <https://art21.org/gallery/elliott-hundley-artwork-survey-2010s/#28>

Holly Compton Alderman, Arthur Loeb

- Loeb Design science: The symmetry portfolio
- Silk screen prints



PREREQUISITES

7. Students need to know how to cut paper.
8. Students need to know how to draw with pens.
9. Students need to know how to use paint and paintbrushes.
10. Students need to know how to write a short story.

SAFETY HAZARDS

3. Students will be able to use scissors to cut materials. They need to properly hold the scissors and only use them when they are sitting at the table working on their artwork.
4. Students will be able to move to different stations in the room to explore different art materials; therefore, they must make sure they move around the room in a respectful manner and only use the materials for each station at that given station.

INTERDISCIPLINARY CONNECTIONS

This lesson connects the arts to reading, writing, and history. The students will begin the lesson by receiving their collages. We have a group conversation recalling what we did in the previous class with collage, layering, and creating a narrative. They will recall words that include: collage, abstract, transparency, translucency and opaque. They will begin to use these words in artistic sentences. Then the children will independently and quietly write a narrative that relates to their collage. They will transform their artistic practice into a written story. Students will be able to read their stories to the group. Next, we will recall the book *Colors* and go over the printing process. This will lead to conversations about famous printing artists in history and today.

LESSON OVERVIEW

For the class lesson “Narratives and Prints” students will write a narrative that relates to the collage they created with mixed media pieces and many layers. They will connect their artistic practice to a story, looking back on the layers of the artwork and creating a layered narrative. We will talk about the book “Colors” and further introduce printing. This will lead to a conversation about famous printing artists in history and today. The inspiration for their prints will be the senses humans’ experience. Over the course of this class and the next several classes they will create 3-5 prints, depending on how quickly they work. Each print will be inspired by one of their senses: touch, sound, smell, or taste. We will have a group discussion about this project and the class will be shown teacher examples. We will discuss the printing process for professional printers and then go over a demo for first sketching out the print design and then transferring it onto styrene plates. They will be shown examples of how to create more or less negative space and what the finished print will look like. The prints they create in this class will carry over into the next several classes where they will create a series of prints based off of their favorite smells, tastes, sounds, and feelings. Each print will be apart of a larger layered print piece.

LEARNER OBJECTIVES

8. Students will learn vocabulary words and concepts that will explain the lesson.
9. Students will engage in intellectual and artistic conversation as a class whole.
10. Students will write a story.
11. Students will learn about famous artists in history and how their style and artworks relate to our lesson.
12. Students will find inspiration from the books we read and the artists we discuss.
13. Students will learn a new art medium and process.
14. Students will engage with their senses.

NATIONAL ART STANDARDS

VA:Cr1.1.1a. Engage collaboratively in exploration and imaginative play with materials.

VA:Cr1.2.1a. Use observation and investigation in preparation for making a work of art.

VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

Standard - CC.1.5.1.A. Participate in collaborative conversations with peers and adults in small and larger groups.

Standard - 9.1.V.1.E1. Use imagination and creativity to express self through visual arts.

Standard - AL.2.1.B1. Complete multi-step tasks with independence.

Standard - AL.3.2.A1. Use and connect materials/strategies in uncommon ways to create something new or to solve problems.

MATERIALS NEEDED FOR LESSON

- 1. Black ink markers**
- 2. White paper**
- 3. Pencils**
- 4. Ball point pens**
- 5. Styrene plates**
- 6. Printing Brayer**
- 7. Paint**
- 8. Print posters**

TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Teacher Actions:

A detailed, rich description of what you are doing at a particular moment. You need to imagine your class from start to finish, detailing every action that is taken. Those who read your less should not only understand *what* you are doing, but also *how* you are doing something.

Expected Learner Actions:

A detailed, rich description of what the students are doing at a particular moment. You need to imagine your class from start to finish, detailing every action that is taken. The “expected learner actions” should correspond with what you have written in the teacher actions. Those who read your less should not only understand *what* you are doing, but also *how* you are doing something.

Please note you may change this format if you wish.

Teacher Actions	Expected Learner Actions
5 minutes: Teacher welcomes students into the class and directs them to their assigned seats. Teacher hands out collage projects.	5 minutes: Students come into class and sit at assigned seats. They get their collages back. Students that did not put their name on it will have to figure out which is theirs.

10 minutes: Teacher instructs students to come to their theatre seats and the teacher facilitates a group discussion about what they did last class. They recall vocabulary words like opaque, transparent, translucent, layers, collage, mixed media, and narrative. The teacher explains to the students what is expected when writing the short narrative about their collage piece. They will be instructed to do this quietly and take the time to write something meaningful and including some layers into the story.	10 minutes: Group discussion.
10 minutes: Teacher encourages students to be quiet while they write their narratives.	10 minutes: Students write their narrative inspired by their collage.
10 minutes: Teacher calls the students back to their theatre seats. Teacher encourages students to read their stories. Teacher collects their collages and stories to put them aside, but students can take them home or hang them up if they would like.	10 minutes: Group discussion. Students can read their narratives.
10 minutes: Teacher introduces printmaking to the students. Teacher brings out the book they already read, Colors, and they briefly talk about the process of printing. The teacher introduces several famous printers like Andy Warhol. They look at posters of screen prints. They discuss the layers of prints or the one solo layer that is created every time you run a screen or press a print.	10 minutes: Students learn what they will be doing next. They are encouraged to ask questions and engage in artistic conversation about printmaking and Andy Warhol.
15 minutes: Teacher explains how the students will be creating prints that are inspired by their senses. For example a lavender print for my favorite smell. A Bunny print because my favorite feeling is soft fur. A laughing print because my favorite sound is someone laughing. Teacher shows original sketch with	15 minutes: Students respectfully watch the teacher demonstrate what they will be doing next.

pencil and paper. And then shows the process to put the design onto the styrene plates. Teacher shows an example of running the paint onto the plate and making a print. (Students will not get to that step this class period).	
25 minutes: Teacher instructs students to return to their seats to sketch out what designs they will create for their styrene plates. Over the next 1-2 class periods they will be able to make 2-4 different prints designs, so that they can combine the prints together and layer them on a bigger art piece.	25 minutes: Students create sketches on paper with paper for their human senses inspired designs. They will create one at a time. When they have created a sketch that they like, they can move on to transfer the design onto a styrene plate.
10 minutes: Teacher instructs students to clean up and come together for closing questions. They will also discuss briefly what they will be doing in the next class.	10 minutes: Clean up and final closing words.

ENDING THE LESSON

Closure of Lesson

To end this lesson students will have created at least one of their styrene plates. They may possibly have created two. They will clean up what they have finished and put their names on the back of everything and place it in a pile to leave in the art room. The class will have a closing discussion about their experience, their process, and what they still plan to create.

Transition to Next Lesson

To transition into the next lesson, they will talk about what they predict their styrene plate prints will look like and/or what prints they still plan to design. The teacher will explain that they will be arranging and layering the different prints with different color layers.

REFERENCES TO MATERIALS CONSULTED

<https://art21.org/watch/extended-play/kiki-smith-printmaking-short/>
<https://art21.org/watch/extended-play/ellen-gallagher-master-printer-craig-zammiello-short/>
https://www.moma.org/momaorg/shared/pdfs/docs/learn/courses/EllenGallagher_PO.pdf
<http://www.columbia.edu/cu/arts/neiman/Zammiello/>
<https://art21.org/watch/extended-play/kiki-smith-printmaking-short/>
<https://hamiltonselway.com/andy-warhols-silk-screening-process/>
<https://www.warhol.org/andy-warhols-life/>

THE CLASSROOM AS A THIRD TEACHER

The classroom will be set up in three large tables with white sheets of paper covering the tables. On each table will already be set out their collage mixed media piece. The ones without names will be displayed in the front of the room for students to retrieve. There will be piles of materials that the students will be using throughout the class. There will be posters of screen prints for the class to discuss and the students to use as reference and inspiration.

ASSESSMENT

Students will not be formally assessed; however, they will need to complete a narrative for their collage mixed media. They will also be expected to engage in artistic and intellectual conversation with their peers during group discussion. They will be expected to be respectful and quiet when asked to. They will be expected to complete at least one of their print designs onto the styrene plate.

CONTINUATION

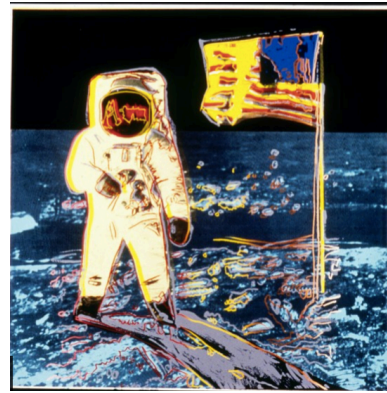
Lesson Title: Layers and Printing Lesson 1

ART / ARTIST(S) OF RELEVANCE

“Color” Ruth Heller

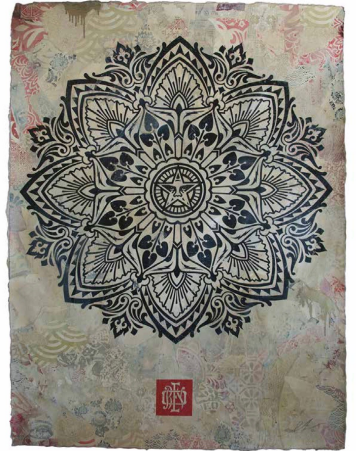
Andy Warhol

- Andy Warhol Museum <https://www.warhol.org/andy-warhols-life/>
- Silk screen <https://hamiltonselway.com/andy-warhols-silk-screening-process/>
- Screen printing was a process in duplication, industrialization of art, silk-screening printing images repeatedly onto a single canvas
- Pop art
- 1928-1987, Pittsburgh, went to Carnegie Mellon University



Shepard Fairey

- American contemporary street artist, graphic designer, activist, illustrator, printer
- Founder of the clothing company OBEY, put his designs and drawings onto shirts and skateboards
- First became known for his “Andre the Giant Has a Posse” sticker campaign
- “Screen printing is kind of the cornerstone of my entire practice; it's what led me in the direction I evolved in aesthetically. It was the way to synthesize illustration, graphic design, type design, and to create multiples—I loved the idea of having not just one precious original.” Jan 30, 2014
- <https://www.artsy.net/article/editorial-how-shepard-fairey-is-debunking-art-world>
- <http://www.lscgallery.com/shepard-fairey-printed-matters>
- <https://www.youtube.com/watch?v=LM2IW8hv5m8>
- <https://www.youtube.com/watch?v=2rHkLqxAcws>



Katy Lehman

- Silk Screen printing
- Fashion
- Denim, cotton, silk, multisurface/fabric prints



PREREQUISITES

11. Students need to be able to draw on different types of materials, paper and styrene plates.
12. Students need to have an understanding of the different senses.
13. Students need to have an understanding of printing.

SAFETY HAZARDS

5. Students will be able to use writing tools, brayers and printing blocks to create their prints; therefore, they need to use these materials how they are instructed to and with respect.
6. Students will be able to move around the art space to collect the materials that they need, so they need to be aware of their surroundings and move around the classroom courteously.

INTERDISCIPLINARY CONNECTIONS

This lesson connects the arts to language arts and history. The students will begin the lesson by receiving their pre-print sketches and their styrene plates. We will have a group conversation recalling what we did in the previous class creating drawings based off of our favorite senses. Students will be encouraged to use vocabulary words that they have learned in previous lessons, which will tie this lesson into the language arts. We will revisit conversation about famous artist Andy Warhol and mention other artists who are famous for printmaking. We will discuss other types of printmaking and how the history of printmaking has changed over the years.

LESSON OVERVIEW

This lesson will be a continuation of the layers and print series. Students will take inspiration from their five senses to create drawings that are transferred onto styrene plates and then printed. They will learn how to engrave into the styrene plates, how to show negative space, how to create a relief print, and how to arrange and layer the prints onto a larger canvas. Each student will design at least two prints; however, they are allowed to create a maximum of five prints and a minimum of two to represent the five senses. For example, a student can create a print of a bunny to represent their favorite feeling or a print of a lavender flower to represent one of their favorite smells. After students design their first two prints and transfer it onto a styrene plate they will be able to use a printing block, brayer, and printing ink to begin experimenting with printing their designs. They will be encouraged to experiment with the printing process and go back to the styrene plate to add more engravings and details. They will learn that each relief print will come out a little differently. Once they have figured out the printing technique and decided that they are pleased with their designs, they will be able to move onto a larger canvas to arrange and layer their multiple prints. Students will generate a color scheme and plan ahead how they want the overall piece to be composed through color scheme and arrangement of the different prints. The printing process encourages students to move freely,

accept imperfections, and plan out a larger composition with multiple prints arranged and layered.

LEARNER OBJECTIVES

15. Students will learn vocabulary words and concepts that will explain the lesson.
16. Students will engage in intellectual and artistic conversation as a class whole.
17. Students will learn about famous artists in history and how their style and artworks relate to our lesson.
18. Students will find inspiration from the books we read and the artists we discuss.
19. Students will learn a new art medium and process.
20. Students will engage with their senses.

NATIONAL ART STANDARDS

VA:Cr1.1.1a. Engage collaboratively in exploration and imaginative play with materials.

VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

Standard - CC.1.5.1.A. Participate in collaborative conversations with peers and adults in small and larger groups.

Standard - 9.1.V.1.E1. Use imagination and creativity to express self through visual arts.

Standard - AL.2.1.B1. Complete multi-step tasks with independence.

MATERIALS NEEDED FOR LESSON

- 9. Black ink markers**
- 10. White paper**
- 11. Pencils**
- 12. Ball point pens**
- 13. Styrene plates**
- 14. Printing Brayer**
- 15. Paint**
- 16. Print posters**

TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Teacher Actions	Expected Learner Actions
<p>5 minutes: Teacher welcomes students into the class and directs them to their assigned seats. Teacher hands out their styrene plates and sense sketches.</p>	<p>5 minutes: Students come into class and sit at assigned seats. They get their styrene plates and sense sketches back. Students who did not write their name on theirs will collect it from the pile in the front of the room.</p>
<p>10 minutes: Teacher has students come to their theatre style seats. Teacher asks the students to explain what they did in the class prior. Teacher reiterates Andy Warhol and shows teacher examples of the sense drawing, styrene plates, and a test print. The teacher has the students explain what designs they have already created in their drawings or on the styrene plates.</p> <p>The teacher presents a checklist to the students.</p>	<p>10 minutes: Group discussion. Students review the checklist.</p>
<p>10 minutes: Teacher gives a detailed demonstration of the printing process and how to properly use each tool (printing block, brayer, printing ink, spoon, and printing paper). Teacher shows where to get the materials from and then the clean up process.</p> <p>The teacher asks the students to explain the steps of the checklist and answers any questions they may have.</p>	<p>10 minutes: Students watch teacher give demonstration and review the materials.</p> <p>Students explain what is expected of them this class period.</p>
<p>40 minutes: Teacher walks around the room and in the workspace hallway offering help to any child who needs. Teacher has printed out versions of the checklist to give to students who have understanding and processing issues.</p> <p>Students that are showing signs of struggling can work with the teacher at the front of the room's teacher print station. They will be able</p>	<p>10 minutes: Students work at the classroom tables or in the workspace hallway on their drawings, styrene plates, practice prints, and final printing canvas.</p> <p>Students that are showing signs of struggling can work with the teacher at the front of the room's teacher print station. They will be able to work side-by-side the teacher and read over</p>

to work side-by-side the teacher and read over the steps on the checklist.	the steps on the checklist.
10 minutes: Teacher asks the students to begin the cleanup process. Teacher administers and assesses how the children to clean to make sure they are doing everything they are told to clean their workspace.	10 minutes: Students cleanup how they were instructed to. They put materials where they are told and put their prints on the drying rack.
5 minutes: Closing class conversation.	5 minutes: Closing class conversation.

ENDING THE LESSON

Closure of Lesson

To end this lesson students will have started printing their styrene plates. They will print their plates onto test papers to practice the process and discover if they would like to go back over their styrene plates to make more indents. Some students may have begun the process of printing onto the larger sheets of final printing paper. Then They will clean up what they have finished and put their names on the back of everything and place it in a pile to leave in the art room. The class will have a closing discussion about their experience, their process, and what they still plan to create.

Transition to Next Lesson

To transition into the next lesson, they will talk about how they will arrange their various prints onto the large-scale print paper. They will discuss how they will plan this out, how they plan to layer, and what color schemes they plan to use to create a cohesive composition.

REFERENCES TO MATERIALS CONSULTED

<https://art21.org/watch/extended-play/kiki-smith-printmaking-short/>
<https://art21.org/watch/extended-play/ellen-gallagher-master-printer-craig-zammiello-short/>
https://www.moma.org/momaorg/shared/pdfs/docs/learn/courses/EllenGallagher_PO.pdf
<http://www.columbia.edu/cu/arts/neiman/Zammiello/>
<https://art21.org/watch/extended-play/kiki-smith-printmaking-short/>
<https://hamiltonselway.com/andy-warhols-silk-screening-process/>
<https://www.warhol.org/andy-warhols-life/>
<https://www.artsy.net/article/editorial-how-shepard-fairey-is-debunking-art-world>

<http://www.lscgallery.com/shepard-fairey-printed-matters>
<https://www.youtube.com/watch?v=LM2IW8hv5m8>
<https://www.youtube.com/watch?v=2rHkLqxAcws>

THE CLASSROOM AS A THIRD TEACHER

The classroom will be set up in three large tables with white sheets of paper covering the tables. At each student's art-making seat will be his or her styrene plate and sense sketches. The ones without names will be displayed in the front of the room for students to retrieve. In the front of the room will be a T shaped table where the inking blocks, brayers, printing ink, paper, and spoons will be organized. There will also be space for the teacher to demonstrate and for students to practice the printing technique in front of the teacher at the T shaped table. Each of the three large tables will also have a specific print color for students (in pairs of 2) to take an inking plate and brayer to. They will share the inking plate and brayer based off of colors because there are only 14 total inking plates for the class to use. One table will have pink and blue, one table will have bronze and white, and one table will have silver and metallic. At the front of the room will also be a checklist and artist examples for students to reference for instruction and inspiration.

ASSESSMENT

Students will review a checklist at the beginning of class. They will go over this checklist and be asked to reiterate the expectations while in their group discussion at the beginning of the class. The teacher will also have copies of this checklist printed out for the students who need more guidance and explanation. Throughout the class the teacher will check-in to see that they are following the checklist correctly and at the right pace. At the end of the class they will review the checklist again. Students will be assessed on their effort, creativity, , and diligence. They will also be assessed on their respectfulness in how they treat the materials and how they clean up.

Checklist

1. 2 Sense Drawings
2. Transfer drawings to Styrene Plate with Colored Pencil
3. Come to Teacher Print Station and complete one print with Teacher

4. Get materials: spoon, paper, brayer, and ink plate
5. Place ink plate in the middle of your space, Place the styrene plate on the left and the practice paper on the right
6. Place paint on the ink plate, roll brayer, roll paint onto styrene plate, place onto the paper and evenly rub out the styrene plate, lift styrene plate and look at your print!
7. Hang print on string with clip
8. Experiment!

CONTINUATION

Lesson Title: Layers and Printing Lesson Two

LESSON OVERVIEW

This lesson will be a continuation of the layers and print series. Students will take the styrene plates that they have created in previous classes and look back on the practice prints they already made. We will engage in conversation about the prints and expanding on how we can layer the prints onto and next to one another to create a larger composition. We will also discuss how to layer and use color to add details and dimensions to our prints. Students will be given a large canvas paper to first plan and arrange which prints they want to go where on their canvas. They can choose to lay the different prints next to one another or layer prints onto one another. Students will be required to print at least 4 different designs onto the large canvas. They will also be instructed to use at least two different colors. Students will learn how to carefully lay the prints down onto the paper with alignment techniques and proper technique in smoothing out the prints onto the paper evenly. Students will generate a color scheme and plan ahead how they want the overall piece to be composed through color scheme and arrangement of the different prints. The printing process encourages students to move freely, accept imperfections, and plan out a larger composition with multiple prints arranged and layered.

Students will also water color onto a large muslin canvas that the entire class will collaborate on to create a watercolor and printed artwork. Students will individually make water color marks onto the canvas while they simultaneously work on their prints during break periods.

LEARNER OBJECTIVES

21. Students will learn vocabulary words and concepts that will explain the lesson.
22. Students will engage in intellectual and artistic conversation as a class whole.
23. Students will learn about famous artists in history and how their style and artworks relate to our lesson.
24. Students will find inspiration from the books we read and the artists we discuss.
25. Students will learn a new art medium and process.
26. Students will engage with their senses.
27. Students will create art on a larger scale.

NATIONAL ART STANDARDS

VA:Cr1.1.1a. Engage collaboratively in exploration and imaginative play with materials.

VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

Standard - CC.1.5.1.A. Participate in collaborative conversations with peers and adults in small and larger groups.

Standard - 9.1.V.1.E1. Use imagination and creativity to express self through visual arts.

Standard - AL.2.1.B1. Complete multi-step tasks with independence.

MATERIALS NEEDED FOR LESSON

- 17. Small White paper**
- 18. Large white paper**
- 19. Pencils**
- 20. Styrene plates**
- 21. Printing Brayer**
- 22. Paint**
- 23. Inking plate**
- 24. Spoons/knives**
- 25. Muslin Canvas**
- 26. Water Color paint**
- 27. Paint brushes**
- 28. Water**

TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Teacher Actions	Expected Learner Actions
<p>5 minutes: Teacher welcomes students into the class and directs them to their assigned seats. Teacher hands out their styrene plates and sense sketches.</p>	<p>5 minutes: Students come into class and sit at assigned seats. They get their practice prints, styrene plates, and sense sketches back. Students who did not write their name on theirs will collect it from the pile in the front of the room.</p>
<p>10 minutes: Teacher has students come to their theatre style seats. Teacher asks the students to explain what they did in the class prior. Teacher shows student examples. Teacher facilitates conversation about the printing process.</p> <p>The teacher shows a teacher example.</p> <p>The teacher presents a checklist to the students.</p>	<p>10 minutes: Group discussion. Students review the checklist.</p>
<p>10 minutes: Teacher gives a detailed demonstration of the printing process and how to properly use each tool (printing block, brayer, printing ink, spoon, and printing paper). Teacher shows how to arrange and plan where and how to place each print onto the large canvas. The teacher demonstrates layering and choosing colors.</p> <p>The teacher asks the students to explain the steps of the checklist and answers any questions they may have.</p>	<p>10 minutes: Students watch teacher give demonstration and review the materials.</p> <p>Students explain what is expected of them this class period.</p>
<p>40 minutes: Teacher walks around the room and in the workspace hallway offering help to any child who needs. Teacher has printed out versions of the checklist to give to students who have understanding and processing issues.</p> <p>Students that are showing signs of struggling can work with the teacher at the front of the room's teacher print station. They will be able to work side-by-side the teacher and read over</p>	<p>10 minutes: Students work at the classroom tables or in the workspace hallway on their final printing canvas.</p> <p>Students that are showing signs of struggling can work with the teacher at the front of the room's teacher print station. They will be able to work side-by-side the teacher and read over the steps on the checklist.</p>

the steps on the checklist. Half way through the class, the teacher gathers the students' attention and shows them the large muslin canvas that they can add watercolor designs and marks onto. The teacher explains how to properly use these materials.	Students can work on the muslin canvas when they want a break from printing, when they want something to briefly dry, or when they have finished.
10 minutes: Teacher asks the students to begin the cleanup process. Teacher administers and assesses how the children to clean to make sure they are doing everything they are told to clean their workspace.	10 minutes: Students cleanup how they were instructed to. They put materials where they are told and put their prints on the drying rack.
5 minutes: Closing class conversation.	5 minutes: Closing class conversation.

ENDING THE LESSON

Closure of Lesson

To end this lesson students will have completed their large canvas print. Students will have also added some element of design or mark onto the large muslin canvas so that it can dry and they can collaborate as a class to add their prints onto that next week.

Transition to Next Lesson

To transition into the next lesson, they will talk about how they will arrange their various prints onto the large collaborated piece. They may also decide that they want to go over elements of their personal large canvas print once they paint that is on it now has dried.

REFERENCES TO MATERIALS CONSULTED

<https://art21.org/watch/extended-play/kiki-smith-printmaking-short/>
<https://art21.org/watch/extended-play/ellen-gallagher-master-printer-craig-zammiello-short/>
https://www.moma.org/momaorg/shared/pdfs/docs/learn/courses/EllenGallagher_PO.pdf
<http://www.columbia.edu/cu/arts/neiman/Zammiello/>
<https://art21.org/watch/extended-play/kiki-smith-printmaking-short/>
<https://hamiltonselway.com/andy-warhols-silk-screening-process/>
<https://www.warhol.org/andy-warhols-life/>

<https://www.artsy.net/article/editorial-how-shepard-fairey-is-debunking-art-world>
<http://www.lscgallery.com/shepard-fairey-printed-matters>
<https://www.youtube.com/watch?v=LM2IW8hv5m8>
<https://www.youtube.com/watch?v=2rHkLqxAcws>

THE CLASSROOM AS A THIRD TEACHER

The classroom will be set up in three large tables with white sheets of paper covering the tables. At each student's art-making seat will be his or her styrene plate, sense sketches, and practice prints. The ones without names will be displayed in the front of the room for students to retrieve. In the front of the room will be a T shaped table where the inking blocks, brayers, printing ink, paper, and spoons will be organized. There will also be space for the teacher to demonstrate. Each of the three large tables will also have a specific print color with inking plates and brayers for students to go to depending on what colors they want to print with. They will share the inking plates and brayers with one another because there are only 14 total inking plates for the class to use. One table will have pink and blue, one table will have bronze and white, and one table will have silver and metallic. At the front of the room will also be a checklist and artist examples for students to reference for instruction and inspiration. In the hallway will be watercolor paint, paintbrushes, water, and a large muslin canvas for students to add designs and marks onto. Students can work on this when they want a break from printing, when they want to give something a moment to slightly dry, or when they are finished printing.

ASSESSMENT

Students will review a checklist at the beginning of class. They will go over this checklist and be asked to reiterate the expectations while in their group discussion at the beginning of the class. The teacher will also have copies of this checklist printed out for the students who need more guidance and explanation. Throughout the class the teacher will check-in to see that they are following the checklist correctly and at the right pace. At the end of the class they will review the checklist again. Students will be assessed on their effort, creativity, and diligence. They will also be assessed on their respectfulness in how they treat the materials and how they clean up.

Checklist

1. Have I made 2 styrene plates with 2 different senses on them?
2. Large white paper
3. Plan and arrange
4. Choose colors
5. Print at least 4 prints and no more than 8

6. Watercolor large muslin canvas

CONTINUATION

Lesson Title: Layers and Printing Lesson Three

LESSON OVERVIEW

This lesson will be a continuation of the layers and print series. Students have already started to create and possibly finished their large canvas print. Students arranged, layered, and chose color schemes for their prints. In this class, students will be able to continue to work on their large canvas print. Some students may choose to go back over top of different parts of their canvas to add new layers and colors. As a whole class they will collaborate and decide how they want to arrange their prints onto the larger muslin canvas that they added watercolor designs and marks onto. The students will use white, silver, and bronze colors to add pops of prints over the muslin canvas that is filled with all the colors of the rainbow. Students will decide how they want to arrange the prints and then the teacher will facilitate choosing which students will add their prints so that only a few students are adding prints at a time. Therefore, there will be some students who are finishing their large personal canvas prints while other students add their prints onto the large collaborated muslin canvas. Students who have completed both tasks will write an artist statement about their personal canvas print. Then students will be able to free draw in their sketchbooks. They will be asked to make drawings inspired by their senses.

LEARNER OBJECTIVES

28. Students will learn vocabulary words and concepts that will explain the lesson.
29. Students will engage in intellectual and artistic conversation as a class whole.
30. Students will learn about famous artists in history and how their style and artworks relate to our lesson.
31. Students will find inspiration from the books we read and the artists we discuss.
32. Students will learn a new art medium and process.
33. Students will engage with their senses.
34. Students will create art on a larger scale.
35. Students will collaborate with their classroom community.
36. Students will write artist statements about their work.

NATIONAL ART STANDARDS

VA:Cr1.1.1a. Engage collaboratively in exploration and imaginative play with materials.

VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

Standard - CC.1.5.1.A. Participate in collaborative conversations with peers and adults in small and larger groups.

Standard - 9.1.V.1.E1. Use imagination and creativity to express self through visual arts.

Standard - AL.2.1.B1. Complete multi-step tasks with independence.

MATERIALS NEEDED FOR LESSON

- 29. Large white paper**
- 30. Pencils**
- 31. Styrene plates**
- 32. Printing Brayer**
- 33. Paint**
- 34. Inking plate**
- 35. Spoons/knives**
- 36. Muslin Canvas**
- 37. Water**
- 38. Sketchbooks**
- 39. Paper for artist statements**

TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Teacher Actions	Expected Learner Actions
5 minutes: Teacher welcomes students into the class and directs them to their assigned seats.	5 minutes: Students come into class and sit at assigned seats.
20 minutes: Teacher facilitates conversation about the prints they have been creating. Teacher explains how this class they will continue to finish their large canvas prints, layer on top of prints they have already made on the canvas, and collaborate on the watercolor muslin canvas.	10 minutes: Group discussion. Students come up with ideas for how they will arrange their prints on the muslin canvas. Some examples may be: arranging the prints around the border of the canvas, creating a rainbow shape, going across in a diagonal. The students come to a decision.

Teacher will facilitate a class conversation where they will plan how they want to arrange their prints. They will be instructed that they cannot just place them anywhere on the canvas, but they have to arrange them in some formation or cohesive way. The teacher will write ideas on the board and then they will come to a group decision.	
5 minutes: Teacher gives a demo of layering another print or color over top of the large canvas print now that it is completely dry and ready to be completed.	5 minutes: Students watch teacher give demonstration and review the materials.
30 minutes: Teacher explains to students that they will work on finishing their large canvas prints in the classroom and will be called out into the hallway to add their prints onto the larger canvas 3 students at a time. When they are finished with their canvas and the collaborated muslin canvas print, they will write an artist statement about their large canvas print. Then they will draw in their sketchbooks.	30 minutes: Work time. Checklist: Personal Canvas print Muslin Canvas print Artist Statement Sketchbook
10 minutes: Teacher asks the students to begin the cleanup process. Teacher administers and assesses how the children to clean to make sure they are doing everything they are told to clean their workspace.	10 minutes: Students cleanup how they were instructed to. They put materials where they are told and put their prints on the drying rack.
5 minutes: Closing class conversation.	5 minutes: Closing class conversation.

ENDING THE LESSON

Closure of Lesson

To end this lesson students will have completed their large canvas print. Students will have also created a collaborated muslin canvas print with watercolor. Students will have created an artist statement.

REFERENCES TO MATERIALS CONSULTED

<https://art21.org/watch/extended-play/kiki-smith-printmaking-short/>
<https://art21.org/watch/extended-play/ellen-gallagher-master-printer-craig-zammiello-short/>
https://www.moma.org/momaorg/shared/pdfs/docs/learn/courses/EllenGallagher_PO.pdf
<http://www.columbia.edu/cu/arts/neiman/Zammiello/>
<https://art21.org/watch/extended-play/kiki-smith-printmaking-short/>
<https://hamiltonselway.com/andy-warhols-silk-screening-process/>
<https://www.warhol.org/andy-warhols-life/>
<https://www.artsy.net/article/editorial-how-shepard-fairey-is-debunking-art-world>
<http://www.lscgallery.com/shepard-fairey-printed-matters>
<https://www.youtube.com/watch?v=LM2IW8hv5m8>
<https://www.youtube.com/watch?v=2rHkLqxAcws>

THE CLASSROOM AS A THIRD TEACHER

The classroom will be set up in three large tables with white sheets of paper covering the tables. At each student's art-making seat will be his or her styrene plate and large canvas print. The ones without names will be displayed in the front of the room for students to retrieve. Each of the three large tables will also have a specific print color with inking plates and brayers for students to go to depending on what colors they want to print with. They will share the inking plates and brayers with one another because there are only 14 total inking plates for the class to use. One table will have pink and blue, one table will have bronze and white, and one table will have silver and metallic. In the hallway the watercolor muslin canvas will be set up and students, 3 at a time, will come out and use white, bronze, and silver ink to print onto the canvas.

ASSESSMENT

Students will review a checklist at the beginning of class. They will go over this checklist and be asked to reiterate the expectations while in their group discussion at the beginning of the class. The teacher will also have copies of this checklist printed out for the students who need more guidance and explanation. Throughout the class the teacher will check-in to see that they are following the checklist correctly and at the right pace. At the end of the class they will review the checklist again. Students will be assessed on their effort, creativity, and diligence. They will also be assessed on their respectfulness in how they treat the materials and how they clean up.

Checklist:

1. Large Canvas Print
2. Print on Muslin Canvas
3. Artist Statement
4. Sketchbook

Artist Statement

Answer these questions as if you are talking to someone in the Falk Community... maybe a younger student, a teacher, or a friend. What do you want people in the Falk Community to know about your experience in designing and printing your final artwork? Explain why you chose the senses that you did. Explain why you arranged the prints that way that they appear. Explain your color scheme choice. What does the overall composition express about you as an artist?