

## **Kindergarten Paper LESSON PLAN**

Teacher: Katy Lehman

Unit Title: Paper

Lesson Title: Patterns and Printmaking with Natural Material

Grade Level: Kindergarten Room 27

Number of Students: 20 altogether, but only working with 10 at a time

### **BIG IDEA**

Students will craft paper for their classroom paper collection. Over the course of several weeks they will cut, design, and sort their own paper in various ways to build an array of paper options that they can use in their art making. The children have shown a strong interest in collage in addition to drawing and painting. Making and cutting their own paper will allow them to feel ownership and a sense of gratification that they created the paper options that they have to further create more collages, story/picture books, drawings, and paintings. This paper series will also teach them about different types of paper. They will build a knowledge base of the different density, texture, or transparency that paper can have. And they will discover how different materials affect paper in different ways.

### **PREREQUISITES *Optional***

1. Students will have already done this exact lesson the last time they were in the art space, so they will have an understanding of the process and materials.
2. Students will know how to use paint and different found objects to print.
3. Students will know how to make a pattern.
4. Students will be able to distinguish different shapes.

### **SAFETY HAZARDS *Optional***

1. Students will only have to be cautious with paint. There are smocks for them to wear.

### **INTERDISCIPLINARY CONNECTIONS**

Students will be able to connect this art lesson to their math lessons where they learn about different shapes. They will learn how to create patterns through repetition of shapes and designs. They will be asked to name certain shapes and example what makes up their patterns. They will also connect this to Folk woods and science as they use natural materials to make the prints instead of common art materials.

## **LESSON OVERVIEW**

For this lesson students will be able to use materials found in nature to create their prints and patterns. They will learn how different natural materials create different prints and how these materials making different marks than the printing tools we used in previous lessons. Students will be able to print with black paint onto white paper and vice versa, white paint onto black paper. This will encourage students to learn that patterns and prints are more than repetition or variety of colors. They will learn how to create shape and forms with the different natural materials. Sticks, stones, leafs, acorns, bumpy and grassy objects will become their artistic tools.

## **LEARNER OBJECTIVES**

1. Students create patterns on paper that they will use for their paper collection in their classroom.
2. Students will use natural materials to create the prints and patterns.
3. Students will learn how to make monochromatic patterns and prints.

## **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.

## **III-C. 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 - CC.1.5.1.F. Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

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

## **MATERIALS NEEDED FOR LESSON**

1. Black Tempera Paint
2. White Tempera paint
3. White Paper
4. Black Paper
5. Rocks, Sticks, Leaves, Acorns, etc.

## TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Teacher Actions	Expected Learner Actions
<b>10 minutes:</b> Teacher has the art space and materials prepared for students to come in. Teacher welcomes students into the class and has them sit in theatre style seats where their personal puppet is. Teacher engages in conversation with the students about the prints and paper they have been creating.	<b>10 minutes:</b> Students come into the art space and sit where their personal puppet is located. They look at their artwork from the previous week. Students talk about patterns, prints, and paper. They are encouraged to raise their hand and explain what they designed or their process.
5 minutes: Teacher demonstrates how to make the patterns and prints with natural materials. The teacher emphasizes how to make patterns, shapes, and designs with the materials. The teacher explains that students will use black paint on white paper and vice versa.	5 minutes: Students watch the teacher demonstrate.
20 minutes: Teacher helps students to create and design prints and patterns on paper.	25 minutes: Students put on smocks and then create prints and patterns on paper using natural materials.
5 minutes: Teacher explains how the students should clean up and then instructs them to do so.	10 minutes: Students clean up.
15 minutes: Teacher calls the students back to their theatre style seats and asks the students about what they created, their process, and how they plan to use this paper. Teacher demonstrates how to make a	10 minutes: Students engage in artistic and intellectual conversation as a whole class. Students watch a demonstration and engage with the teacher as they create a paintbrush with natural materials.

paintbrush with natural materials.	
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## **ENDING THE LESSON**

### **Closure of Lesson**

The teacher and students will end the lesson by gathering all of the prints that they have created. They will clean up the printing and painting materials. Then the class will gather in their theatre style seats to engage in artistic and intellectual conversation about their creations, processes, and discoveries throughout the class. If there is enough time, the teacher will demonstrate how to create a paintbrush with the natural materials they used in the class.

### **Transition to Next Lesson**

Students will watch the teacher create a paintbrush with string, natural materials, and sticks. The students will do this next class.

## **THE CLASSROOM AS A THIRD TEACHER**

The art space will be set up in three large tables and a large space in the middle of the classroom. There will be large white sheets of paper covering the tables and materials for students to use and explore on the tables. Students will have freedom to move around the art space to design patterns and prints. The middle of the room will be open for the class to come together for artistic and intellectual conversation as they all face each other and are able to look at one another's work and if the teacher needs to demonstrate.

## **CONTINUATION**

Lesson Title: Crafting Paintbrushes with Natural Materials

## **LESSON OVERVIEW**

For this lesson students will use natural materials to craft their own paintbrushes. They have been using found objects and natural materials to make prints, and now they will be able to take these natural materials to build a paintbrush. Students will use sticks, grass, leaves, bristles, and more to function as an actual paintbrush with a long handle and hair/bristle materials at the end of the brush. Then they will use this naturally made paintbrush to paint and print on black and

white paper with black and white paint. Once again, stones, leaves, acorns, bumpy, fuzzy, and grassy objects will become their artistic tools.

#### **MATERIALS NEEDED FOR LESSON**

1. Black Tempera Paint
2. White Tempera paint
3. White Paper
4. Black Paper
5. Rocks, Sticks, Leaves, Acorns, etc.

#### **TEACHER ACTIONS / EXPECTED LEARNER ACTIONS**

<b>Teacher Actions</b>	<b>Expected Learner Actions</b>
<b>5 minutes: Teacher has the art space and materials prepared for students to come in. Teacher welcomes students into the class and has them sit in theatre style seats where their personal puppet is. Teacher engages in conversation with the students about the prints and paper they have been creating.</b>	<b>5 minutes: Students come into the art space and sit where their personal puppet is located. They look at their artwork from the previous week. Students talk about patterns, prints, and paper. They are encouraged to raise their hand and explain what they designed or their process.</b>
10 minutes: Teacher demonstrates how to make a paintbrush with natural materials.	10 minutes: Students watch the teacher demonstrate.
30 minutes: Teacher helps students to create their paintbrushes and then use them to paint and print.	30 minutes: Students put on smocks and then craft their own paintbrushes and create prints and patterns on paper using natural materials.
5 minutes: Teacher explains how the students should clean up and then instructs them to do so.	5 minutes: Students clean up.

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## **ENDING THE LESSON**

### **Closure of Lesson**

The teacher and students will end the lesson by gathering all of the paintings they have made and facilitate artistic and intellectual conversation about what they created. They will talk about their process, experience, and creations. Students will also talk about how they made their natural paintbrush and how it is the same or different than normal paintbrushes.