

Lesson Plan Title: "Switching Stories"

Length: 14 days

Grade: Advanced drawing (high school)

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed artwork, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

The automatic drawing lesson and blackout drawing lesson that takes place prior to this lesson will act as a pre-assessment determining if students are capable of drawing imagery from words in both songs and stories.

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

You are all going to become writers and illustrators for this project and draw inspiration for your work of art from another classmates personal story.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Influence
Emotion
Storytelling
culture

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Artists use knowledge of another's culture and storytelling to inspire their artwork to tell another's story through two -dimensional design.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:**
Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

*After listening to the introduction to the assignment, students will be able to **recognize** that this assignment is similar to many jobs in the art world by contributing to a discussion about what jobs require artists to illustrate someone else's story. (Remembering, Standard 4, GLE 2, critical reflection)*

*After viewing the powerpoint , students will be able to **write** a personal and anonymous story about a life event that had a positive or negative affect on them by typing up their story, changing the names in the story and saving the file itself as their name. (Creating, Standard 2, GLE 2, expression, Literacy and Technology)*

*After being given another student's story and viewing the powerpoint, students will be able to **identify and list** words that create imagery by highlighting words within the story that create imagery, grouping those words together based on connections and possible images to create. (Remembering, Standard 3, GLE 2, investigate/discovery, Literacy)*

*After grouping together words from the stories, students will be able to **plan** out different composition ideas by creating at least three thumbnail sketches of compositions inspired by those words from your story. (Creating, Standard 1, GLE 1, Composition/influence)*

*After choosing their best design, students will be able to **create** their finalized composition by drawing out a refined version of their chosen thumbnail on a piece of 9 x 12 paper . (Creating, Standard 3, GLE 2,composition)*

*After watching the transferring demonstration, students will be able to **apply** transferring techniques to transfer their finalized drawing onto the linoleum using carbon transfer paper and then use sharpie to trace over the transferred design.(Applying, Standard 3, GLE 1, technique)*

*After transferring their illustration onto the linoleum, students will be able to **prepare** their linoleum for carving by covering it in a thin layer of watered down acrylic paint.(Creating, Standard 3, GLE 2, technique)*

*After preparing their linoleum for carving and watching the carving demo, students will be able to **apply** printmaking carving techniques by using their tools to carve into their linoleum following their transferred design.(Applying, Standard 3, GLE 1,technique)*

*After carving their entire drawing and watching an inking demo, students will be able to **create** prints by inking up their blocks once with just one color and then experimenting with creating a colored ink print, and one hand colored print. (Creating, Standard 3, GLE 1, expression/contemporary art)*

*After completing the assignment, students will be able to **participate** in a discussion about how it felt to “walk in a classmates shoes” and how some of the stories they read related to social justice by talking about how illustrating someone else’s personal story made them gain new understandings about the people around them and identifying what social justice issue the story they illustrated related to. (Evaluating, Standard 2, GLE 1,Critical Reflection)*

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	-If material is too hard for the student to carve, they can carve into a large piece of styrofoam instead.	-If student has trouble with the colored ink they can use black ink and then use paint to add color to their print.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	-student can try to print using more than one color of ink at a time.	-Student can work on a larger piece of linoleum

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Vocabulary: Press, Brayer, V gouge, U gouge, Linoleum, Relief print (See the instruction sheet from the appendix)

Literacy is integrated into the lesson by having the students write personal narratives about an experience they have had that had either a positive or negative impact on them.

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Printing press
- Brayers
- V gouges (Both small and large)
- U gouges
- Knife gouges
- Linoleum
- Ink
- Computers

Carbon transfer paper
Sketchbooks
Pencils
Sharpies
9 x 12 paper for printing

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Powerpoint:

https://docs.google.com/presentation/d/1dV1w2b3LCTP_8cAIJQK8DmPXsKhAxdvC2vVorBdWm_/edit?usp=sharing

My Gorilla Print



Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Make checkout sheet for carving tools
- Print Rubrics
- print out stories after they are written
- gather printing tools
- precut final paper 9 x 12
- precut practice paper
- print handout with pottery terms/definitions on it

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- always carve away from your body, and when bracing the linoleum make sure your hand is out of the path of your gouge.

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate students interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

" In the first week of class we used poetry to give us inspiration for our blackout drawings. Over these past two weeks you all have been using music as a stimulus to gain inspiration for your automatic drawings and now we are going to be using each other's personal stories as a source of inspiration.

What jobs do you think requires an artist to use someone else's story to inspire the art they create? (Mention illustrators, animators, tattoo artists, graphic designer)

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

The ideation for this activity will be the writing prompt which is on slides 5-9 in the powerpoint.

Instruction:

Give a detailed account (**in bulleted form**) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

<p>Day 1</p>	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p>The teacher will instruct the students to pull chairs up around the demo desk. The teacher will then say, "In the first week of class we used poetry to give us inspiration for our blackout drawings. Over these past two weeks you all have been using music as a stimulus to gain inspiration for your automatic drawings and now we are going to be using each other's personal stories as a source of inspiration. What jobs do you think requires an artist to use someone else's story to inspire the art they create?" (Mention illustrators, animators, tattoo artists, graphic designer)</p> <p>The teacher will show her gorilla print from when she did a similar assignment and talk about what imagery she chose to use to illustrate her classmates story.</p> <p>The teacher will then go through the powerpoint which explains the parameters of the project. Slides 1-9 "To start off you are all going to type a true story about a significant event in your life that had either a positive or negative affect on you. These stories are going to be completely anonymous, to keep it anonymous I want you all to make sure to change the names in your story and don't put your name on your story. When you finish typing the story you will all email</p>	<p>Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND</p> <p>Students <i>will be able to recognize</i> that this assignment is similar to many jobs in the art world by <u>contributing to a discussion about what jobs require artists to illustrate someone else's story.</u></p>	<p>Time</p> <p>Total: 1 hr 33 min</p> <p>10 min</p> <p>5 min</p> <p>5 min</p>
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<p>D ay 2</p>	<p>them to me. I will be the only one who knows whose story is whose.”</p> <p>The teacher will then ask the students to return to their seats and begin to type out their narratives.</p> <p>The student’s will spend the rest of the period working on their stories.</p> <p>The teacher will announce that it is time to clean up, “I need you all to send me your stories no later than 8 pm tonight, The only way this project can work is if everyone of you turns in a story so that tomorrow you will all have someone else’s story to work with.”</p> <p>The teacher will instruct all the students to gather around the front of the room for instructions. She will then show the slides 10-20 on the powerpoint and use it to demonstrate how the students will annotate the stories they are given and how they will create imagery from it.</p> <p>The teacher will then give each student a classmates story and instruct them to begin to read, annotate and plan for their final design, if they finish their thumbnails and choose which drawing they want to do they will begin to draw a refined version of their chosen design on 9 x 12 larger paper.</p> <p>The students will spend the rest of the class period planning out their drawings.</p> <p>The teacher will instruct students that it is time to clean up! Each student</p>	<p>Students <i>will be able to create</i> a personal and anonymous story about a life event that had a positive or negative affect on them <u>by typing up their story, changing the names in the story and saving the file itself as their name.</u></p> <p>Students <i>will be able to plan</i> out different composition ideas by <u>highlighting words within the story that create imagery, grouping those words together and creating imagery that’s inspired by those words they will then create 3 thumbnail sketches.</u></p>	<p>63 min</p> <p>10 min</p> <p>15 min</p> <p>68 min</p>
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	<p>must put their sketchbook away in their drawers and laptops in bags.</p> <p>The teacher will instruct the students to gather around the front of the room, she will then show the powerpoint and specifically show slides 21-27 and will have a conversation between students about whether the images on slides 26-27 are good or bad quality prints and why.</p> <p>After the teacher will instruct students that today they should be finishing up their thumbnail drawings and beginning on their refined final drawing on 9 x 12 paper</p> <p>The students will work on their final drawing the rest of class.</p> <p>The teacher will announce that it is time to clean up, “ We will have the entire class next class for you to finish it however if you think you’ll need more time than that I would suggest that you take your drawing home over the weekend. By tuesday you should have your final drawing completed and we will start carving.</p>	<p>Students will be able to explain what makes a good and bad print by <u>describing the characteristics of both a bad and good print.</u></p>	<p>10 min</p> <p>15 min</p> <p>68 min</p> <p>10 min</p>
<p>Da y 4</p>	<p>The teacher will instruct students that, “Today is going to be a work day, you should be working on completing the final draft of your drawing on the 9 x 12 page. If by the end of class you are not finished with your drawing I suggest you take it home and complete it in order to stay on track with our project. Next class you will all transfer your drawing and begin to carve.</p>	<p>Students <i>will be able to</i> create their finalized composition by <u>drawing out a refined version of their chosen thumbnail on larger paper .</u></p>	<p>93 min</p>

<p>Day 5</p>	<p>The teacher will start the class by having students come to the front of the room for a transfer/carving demo and she will hand out a worksheet with printmaking terms on it, she will also assign each student a set of carving tools using a tool checkout sheet. The teacher will pull up the powerpoint slides 28-29</p> <p>The teacher will start by showing the students how to transfer their design onto their block. "To transfer your drawing onto your block first you will get a piece of carbon transfer paper. Next you will place the carbon paper on top of your linoleum block with the shiny side down, then you will place your finalized drawing on top of the carbon paper, then with a pen you are going to retrace all your lines on your finalized drawing. When you finish you can pull away the carbon paper and you will see your drawing transferred. The next step will be to go over those lines with a sharpie."</p> <p>"After your drawing is completely transferred and you redraw it with sharpie you are going to use some watered down acrylic paint and paint over the entire linoleum block to tint it. At this point you are ready to begin carving."</p> <p>"So the tools you have to use is a u-gouge, 2 v-gouge's and a knife gouge." The teacher will then show the students the type of line each gouge can create.</p> <p>Next she will dismiss the students to work on transferring and starting to carve their blocks for the rest of the period.</p>	<p>Students <i>will be able to learn</i> the transferring techniques.</p> <p>Students <i>will be able to apply</i> transferring techniques to <u>transfer their finalized drawing onto the linoleum using carbon transfer paper and then use sharpie to trace over the transferred design.</u></p> <p>Students <i>will be able to prepare</i> their linoleum <u>for carving by covering it in a thin layer of watered down acrylic paint.</u></p> <p><u>Students will be able to learn how to use the carving tools</u></p>	<p>10 min</p> <p>10 min</p> <p>33 min</p> <p>10 min</p> <p>83 min</p>
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	<p>The teacher will announce it is time to clean up, "Please pick up all the scraps from carving off the desks and floors."</p>		<p>10 min</p>
<p>Day 6</p>	<p>The teacher will announce that today is a work day, students should be working on transferring their designs and beginning to carve.</p>		<p>1 min</p>
	<p>The students will spend the entire period working on their carving. The teacher will announce it is time to clean up, "Please pick up all the scraps from carving off the desks and floors."</p>	<p>Students <i>will be able to apply</i> printmaking carving techniques <u>by using their tools to carve into their linoleum following their transferred design.</u></p>	<p>83 min</p>
<p>Day 7</p>	<p>The teacher will announce that today is a work day, students should be working on transferring their designs and beginning to carve.</p>		<p>10 min</p>
	<p>The students will spend the entire period working on their carving.</p>		<p>63 min</p>
	<p>The teacher will announce it is time to clean up, "Please pick up all the scraps from carving off the desks and floors."</p>		<p>10 min</p>
<p>Day 8</p>	<p>The teacher will call all the students to the front of the room, she will show the powerpoint slides about printing and will also do a demo of how to print, she will show how to rainbow roll, and how to print with one solid color.</p>		<p>10 min</p>
	<p>The teacher will then dismiss students to start to work, they should spend</p>	<p>Students <i>will be able to experiment</i> with creating prints by <u>inking up their blocks</u></p>	<p>83 min</p>

	<p>today either finishing carving or beginning to make prints.</p> <p>The teacher will announce it is time to clean up, "If you printed today please make sure your rollers are clean, and that you have cleaned up anything that has ink on it. If you were still carving, please pick up all the scraps off the floor and desk!"</p>	<p><u>once with just one color and then experimenting with creating a colored ink print, and one hand colored print.</u></p>	
<p>Da y 9</p>	<p>The teacher will announce to students that today is a work day, by today everyone should be printing!</p> <p>The students will print all of class.</p>		<p>10 min</p>
	<p>The teacher will announce it is time to clean up, "If you printed today please make sure your rollers are clean, and that you have cleaned up anything that has ink on it.</p>		<p>73 min</p>
<p>Da y 10</p>	<p>The teacher will announce to students that today is a work day, The students will print all of class.</p>		<p>20 min</p>
	<p>The teacher will announce it is time to clean up, "If you printed today please make sure your rollers are clean, and that you have cleaned up anything that has ink on it.</p>		<p>73 min</p>
<p>Da y 11</p>	<p>The teacher will announce to students that today is a work day, The students will print all of class.</p>		<p>20 min</p>
	<p>The teacher will announce it is time to clean up, "If you printed today please make sure your rollers are clean, and that you have cleaned up anything that has ink on it.</p>		<p>73 min</p>
<p>Da y 12</p>	<p>The teacher will announce to students that today is a work day,</p>		<p>20 min</p>
			<p>83 min</p>

	<p>The students will print all of class.</p> <p>The teacher will announce it is time to clean up, "If you printed today please make sure your rollers are clean, and that you have cleaned up anything that has ink on it.</p> <p>If you have more than one print left to create I suggest you spend time after school printing, Next class will be our final day of printing and all of your prints will be due by the end of the period."</p>		<p>10 min</p>
<p>Da y 13</p>	<p>The teacher will announce that today is the last day for printing, by the end of the period today every student must turn in a minimum of 3 prints: 1 solid color, 1 multicolor, 1 hand colored.</p>		<p>10 min</p>
	<p>The students will spend the rest of the class working on completing their prints.</p> <p>The teacher will announce it is time to clean up, "If you printed today please make sure your rollers are clean, and that you have cleaned up anything that has ink on it.</p>		<p>73 min</p> <p>10 min</p>
<p>Da y 14</p>	<p>The teacher will announce that today is critique day, she will have the students form a giant circle with their desks. Each student will choose their favorite print that they made and will keep it on their desk.</p>		<p>10 min</p>
	<p>"What does Social Justice mean?"</p> <p>"The definition of social justice is justice in terms of the distribution of wealth, opportunities, and privileges within a society."</p>		<p>10 min</p>

	<p>What type of things do you all think would be considered social justice issues?</p> <p>Some other examples would be poverty, bullying, Lgbt rights and treatment, racism, opportunity and income inequality, homelessness, abortion”</p> <p>So now let’s look at these pieces you all made and think about the stories you read, how do you think the stories you read and the pieces you made relate to social justice? Keep in mind some of your stories may not have been tied to a social justice issue. (Have students go around in a circle and talk about what social justice issue they think their piece talked about)</p> <p>What insight or new found knowledge did you all gain by “stepping into a classmates shoes?” (Have students share in a circle)</p> <p>Was it hard for you to create an image based on someone else’s life? Why or why not? (Have students share in circle)</p> <p>Now I want us to all get up and do a quick gallery walk of each other’s artwork and then when you make it back to your own sit down. While we do this gallery walk I want you to think about the story that you wrote and see if you think you can</p>	<p>Students <i>will be able to participate</i> in a discussion about how it felt to “walk in a classmates shoes” and how some of the stories they read related to social justice by <u>talking about how illustrating someone else’s personal story made them gain new understandings about the people around them and identifying what social justice issues they saw in each other’s stories.</u></p>	<p>5 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p> <p>5 min</p>
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<p>identify who had your story based on the imagery.</p> <p>“Raise your hand if you think you know who had your story.”</p> <p>“Now we are going to go in a circle and when it is your turn you will hold up your print for everyone to see, and let your classmates attempt to guess what your story was about. After everyone who had a guess guesses you will give a brief summary of what your story was about and you will talk about what elements you included in your image to depict the story.” (Every student will do this)</p> <p>How do you think adding color either enhanced or distracted from the story you were portraying? (Every student will answer)</p> <p>“What is your biggest takeaway from this assignment?” (Each student will answer)</p> <p>“For me this project is an amazing way for everyone to realize that every person has a story and to respect our similarities and differences in life. It’s interesting to me also that and more often than not someone else you know has gone through something similar to you.”</p>		<p>10 min</p> <p>5 min</p> <p>10 min</p> <p>5 min</p>
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Student reflective/inquiry activity:
Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their

learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

The students will participate in a group discussion and a gallery walk. During our group discussion students will reflect on their learning. They will answer the following questions:

1. What does social justice mean?
2. What would be examples of social justice issues?
3. How do you think the story you read and illustrated related to social justice?
4. What elements did you include in your print to illustrate the story you were given?
5. How do you think that adding color to your image either enhance the story you were depicting or distracted from the story?
6. What was your biggest take away from this assignment?
7. What was your biggest takeaway from this assignment?

<p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p>Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.</p>
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Switching Stories: Story Rubric

Project Requirements	Advanced (15-11 Points)	Proficient (10-5 Points)	Developing (5-0 Points)	Student Score
Positive/ Negative Impact	<p>15 - 11 Points Story clearly shows personal impact (Positive/Negative), Story has lots of details. More than one page. Names in the story have been changed, student emailed story on time.</p>	<p>10- 5 Points Story clearly shows personal impact (Positive/Negative) lacks some details. The story is one page. Names in the story have been changed, student emailed story on time.</p>	<p>5- 0 Points Story somewhat shows personal impact (Positive/Negative) Story lacks details and it is less than one page. Student forgot to change the names in their story.</p>	15 _____/
Details	<p>Story is full of descriptive language,</p>	<p>Story has some details but there are holes</p>	<p>Story has barely any descriptive</p>	_____/

	student uses lots of description to describe their experience which creates a visual for the reader.	that leave the reader unclear.	language and story is "telling" rather than "showing."	15
Length of Story	Longer than one page.	One Page Long.	Story is less than one page.	/10
Submission	Not Applicable	Student changed all the names in their story. Student saved their document as their name, and emailed it to teacher.	Student forgot to either change names in their story or to save their document as their name.	_____/10

Switching Stories Rubric

Project Requirements	Advanced 25- 20 points	Proficient 20 - 15 Points	Developing 15- 10 Points	Student Score
Ideation	Student circled words in story that created imagery, grouped the words together to make connections and came up with more than 3 thumbnail sketches.	Student circled words in story that created imagery, grouped the words together to make connections and came up with at least 3 thumbnail sketches.	Student didn't circle any words in the story or regroup them, student created less than 3 thumbnail sketches.	_____/25
Print	Print clearly represents the story the student read, the imagery connects to the story in a creative way, student combined multiple aspects of the story into one composition .Students carving is intentional, creative and enhances their design.	Print clearly represents the story the student read, the imagery is directly related to words/ descriptions in the story. Student's carving is intentional and includes multiple types of mark making.	Print somewhat represents the story, student utilized some imagery from the story but the connection is not fully clear. Student's carving is sloppy and doesn't enhance the student's design.	_____/25
Printing	Student went above and beyond and created more than 3 prints including one hand colored, one rainbow	Student created at least 3 prints: one hand colored, one rainbow roll, and one solid color. Page	Student created less than the required 3 prints. Or Student created 3	_____/25

	roll and one solid colored print. Page is clean of fingerprints and ink smears, prints ink is consistent with no light spots.	is clean of fingerprints and ink smears, prints ink is consistent, no light spots.	prints but did not try all three printing techniques. (Rainbow roll, one hand colored drawing, one color print.	
Critique	Student was an active participant in the critique/group discussion they contributed more than 5 times.	Student was an active participant in the critique and group discussions contributed at least 2 times.	Student was not an active participant in the critique, they didn't contribute more than once if at all.	____/25
____/100				

Name: _____

Printmaking Post Assessment

1. What was the hardest part of this project for you?

2. What did you enjoy most about this project?

	<p>3. Is there a specific aspect of the assignment that you wish you had more instruction for?</p> <p>4. What new understandings did you gain as a result of creating art based on a classmates story?</p> <p>5. Could you see yourself using printmaking in your future art making? Why or why not?</p> <p>6. Are you happy with the final outcome of your prints? If not, what do you wish you could change about them?</p>
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<p>Self-Reflection: <i>After the lesson is concluded</i> write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.)</p>
<p>After teaching this lesson I believe that my lesson objectives were completely achieved, all of my students received a B or above on the project and closely followed the rubric. Next time I teach this lesson I will make sure my demonstration follows the order of the note sheet I give to my students. For the next lesson I envision teaching my students about etching!</p>

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Printmaking Vocab

V-Gouge (Large): #2, Carving tool for relief printmaking. Good for outlining lines in a carving linework and getting precise sharp lines.

V-Gouge (Small): #1, Carving tool for relief printmaking. Good for outline small details and getting tiny precise lines.

U-Gouge: #5, Carving tool for relief printmaking. Good for clearing out large areas.

Knife Gouge: #6, Carving tool for relief printmaking, good for creating texture and small, thin line work.

Brayer: A brayer is a hand-tool used historically in printing and printmaking to break up and "rub out" (spread) ink before it was "beaten" using inking balls or composition rollers. The word is derived from the verb to "bray", meaning "to break, pound, or grind small, as in a mortar".

Linoleum: a material consisting of a canvas backing thickly coated with a preparation of linseed oil and powdered cork, used especially as a floor covering.

Relief Print: Relief printing, in art printmaking, a process consisting of cutting or etching a printing surface in such a way that all that remains of the original surface is the design to be printed.