

Service Learning Lesson Plan

Title: Collagraph Printing

Group/Date: CC: Sami, Julia, Laine/ February 26th, 2018

<p><u>Lesson Idea and Relevance:</u> <i>What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?</i></p>	<p>In this lesson we will teach about how artists can transform materials and manipulate color and shape to create abstract art. We will explore how emotions can be communicated with color and shape. Students will engage in a multi-step process, first creating a collage, then applying paint to the collage, and finally transferring the image onto paper to create an abstracted collagraph print. This lesson will align with our overall theme of how artists can transform non-traditional art materials into artwork. It will take the theme a step further to explore how color, shape, and line can be used to create abstract, or non-representational forms. Abstraction is a relevant way for students to learn how color and shape can communicate emotions.</p>
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<p><u>Essential Understanding (s):</u> <i>What are the "big ideas"? What specific understandings about them are desired? (one sentence)</i></p>	<p><u>Essential Question (s):</u> <i>What provocative questions will foster inquiry, understanding, and transfer of learning? (1-2 Questions)</i></p>
<p>Artists and designers communicate their emotions through abstract visual representation.</p>	<p>How do artists and designers use color and shape to make viewers feel emotion?</p> <p>How do artists and designers transform materials to create works of art?</p>

<p><u>Outcomes - Students will be able to...</u><i>What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast artwork; analyze sketches?</i> <u>Condition, Measure, Criteria</u> <u>Students will be able to</u></p>
<ol style="list-style-type: none"> 1. After viewing abstract artworks, students will be able to brainstorm different kinds of emotions and explain which one they want to express; providing at least two different ideas on how to express that emotion through art. 2. When given instruction, students will be able to combine colors of paint and cut shapes to create their collagraph and effectively convey artistic intentions. 3. After finishing their artworks, students will be able to reflect on their design by asking their classmates what kind of emotions they feel when viewing their print and then explain the emotion they were trying to convey; aligning artistic decisions to their actions.

<p>Student Reflective Activity: <u>Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?</u></p>	<p>Assessment Instrument (s): <u>By what criteria will “performances of understanding” be judged?</u></p>
<p>The class will work at their table groups. In each group, students will:</p> <ul style="list-style-type: none"> • Explain what colors they see • Express how the print makes them feel • Explain the processes they used to create the print • Guess the emotion using words, gestures, sounds, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ideation: brainstorming feelings/emotions <input type="checkbox"/> Non-representational discoveries <input type="checkbox"/> Color and shape relationships <input type="checkbox"/> Printing variety

<p>Pre-assessment: <u>How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?</u></p>
<p>The students will know where the lesson is headed because of the sequence of our lesson plan. We will start class off by showing students examples of our collagraphs to get them acquainted with the idea of abstraction and making meaningful art to convey emotions.</p> <ul style="list-style-type: none"> • Have you cut and pasted foam paper? • Have you stamped or printed on paper with paint? • What is a print?

<p>Motivation: <u>How will you hook all students and hold their interest?</u></p>	<p>Ideation: <u>How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their artwork?</u></p>
<p>Begin by showing students examples of abstract collagraphs. Then show a collagraph that has added drawing to it after printing, to show that the project can be multimedia. When showing the examples, we will ask our students what emotions they feel, are the colors happy, are they sad?</p> <p>Demonstrate the magic of printmaking by pressing paper onto the surface and peeling it away to reveal a beautiful artwork.</p>	<p>We will frame the idea of making collagraphs as freely playing, painting and arranging shapes.</p> <p>Provide examples conveying different emotions and ask questions such as, “how does this color make you feel?”, to show them that they can create a feeling or emotion in their artwork.</p>

Procedures: How is the lesson organized to maximize initial and sustained engagement as well as effective learning?

Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy?

Welcome: (5-10 min.)

- ☐ Direct students to the designated/set-up work tables
- ☐ Complete any classroom management procedures (e.g. take attendance, hand out name tags, etc.)

Introduce Cardboard Collagraphs (15 min.)

- ☐ Direct students' attention to the whiteboard at the front of the room, where there will be examples of our collagraphs. Show our step by step diagram.
- ☐ We will ask the students:
 - ☐ "What do you notice about these paintings?"
 - ☐ "What is abstract art?"
 - ☐ "How do artists and designers use color and shape to create abstract art?"
- ☐ Explain: Today we'll be exploring different materials, like artists, and using color and shapes to make abstract art.
- ☐ Explain: We will be cutting and pasting materials onto cardboard to make a collage. Then, we are going to paint the collage and transform it into something new by pressing it onto paper to create a collagraph print.
- ☐ Teachers will go around doing mini demo's one on one and helping students take the next step to making a collagraph as the students finish each step .

Ideation (10 min.)

- ☐ Brainstorm feelings/emotions students want to create

Creating Collage (15 min.)

- ☐ Cut out shapes of foam paper and arrange on cardboard
- ☐ Use elmers glue to attach foam shapes to cardboard

Demonstrate Painting Application for Printing: (5-10 min.)

- ☐ Demonstrate painting application onto collages
- ☐ Demonstrate printing process
- ☐ Demonstrate drawing/coloring after printing

Collagraph Printing (15 min.)

- ☐ Apply different color paint to different shapes
- ☐ Press paper onto collage to create a collagraph print
- ☐ Reflect on their design and consider creating layers
- ☐ Consider drawing/coloring on their print

Reflective Activity (15 min.)

- ☐ Explain: At table groups, students will talk about each print (or favorite print if multiple). Answer questions/make comments about peers' artwork.

- ☐ “What colors and shapes do you see?”
- ☐ “How does this artwork make you feel?”
- ☐ “What materials did they use?”

Clean Up (5-10 min.)

- ☐ Each table will dispose of their paint palettes and leftover scraps
- ☐ One person from table group will wipe table
- ☐ One person will bring paint brushes and water cups to sink
- ☐ Put away scissors

Materials and Resources: What is needed to complete the learning plan? List materials and resources in a bulleted format.

- Varied sizes of cardboard for print baseboards (small, medium, large)
- Foam sheets for cutting shapes
- Paint
- Paintbrushes
- Elmer's glue
- Scissors

Preparation and Safety: What do you need to prepare for this experience? What safety issues need to be addressed? List steps of preparation and safety in a bulleted format.

Preparation:

- ☐ Make example collagraph
- ☐ Gather cardboard and foam sheets
- ☐ Prepare tables by setting up materials at the center of each table
 - ☐ Pour paint into palettes and fill rinse water cups
 - ☐ Lay foam paper, cardboard, and markers at each table
- ☐ Set up hot glue gun station & plug in right before activity
- ☐ Divide instruction between teachers

Safety Issues:

- ☐ Address safe way to use hot glue guns
- ☐ Address that students should keep all materials on the table and use them safely/properly. No painting/marking/gluing on any surface except their projects.

Accommodations: How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...Access (Resources and/or Process) and Expression (Products and/or Performance)?

- Show visual examples of abstract collagraph for instruction
- Provide visual of each step in process
- Provide different sizes of cardboard surfaces
- Provide materials, like foam paper, that is easier to cut than cardboard
- Provide two types of glue for adhering materials elmer's liquid glue and glue sticks
- Split up demonstration in two demos
- Wheelchair accessible table