

Lesson Plan

Title: Insect printing

Length:

Grade: 5th grade

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.

Can Students:

1. Follow step by step instructions to draw an insect?
2. Use carving tools?

I tested for number 1 by watching students do the step by step warm up each day.
To test for number 2 I will have students utilize practice pieces of linoleum to carve on.

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 printmakers, you will be drawing inspiration from insects around you!

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.**

Technique, 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 technique when using carving tools to carve into linoleum.

Artists explore the idea of culture when they learn about Favianna Rodriguez and her butterfly print which represents migration.

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 watching the powerpoint presentation, students will be able to **recognize** that insects are used as metaphors in some art by contributing to a discussion about what Favianna Rodriguez butterfly prints represented to her. (Analyze, Standard 1, GLE 1, Influence, Literacy)

After viewing the demonstration, students will be able to **sketch** two insects onto their precut paper by using step by step instructions on how to draw the insects. (Apply, Standard 2, GLE 2, Technique)

After viewing the demonstration on transferring their drawings to the linoleum, students will be able to **apply** transferring techniques by shading the back of their drawings and using the pressure of their pencil to transfer the drawing onto the linoleum. (Apply, Standard 3, GLE 2, Technique)

After watching the demo about how to use the carving tools and the safety instructions, students will be able to **practice** these new techniques by carving either a flower or a leaf, making sure they carve away from their body and their hands. (Create, Standard 3, GLE 1, Technique)

After practicing carving, the students will be able to **demonstrate** their new carving skills by carving both of their insects following the safety guidelines as they do so. (Apply, Standard 3, GLE 1, Technique)

After carving both insects and watching the printing demonstration, the students will be able to **duplicate** the proper steps of printing their images by first printing the background with a texture plate.

than printing either their leaf or flower and then printing their insect. (Create, Standard 3, GLE 2, Technique/Composition.)

*After completing their print and mounting their favorite one on black paper, the students will be able to **reflect** on their artwork and what they learned by filling in a 3.2.1 artist statement and asking their peers for feedback. (Analyze, Standard 4, GLE 1, Critique)*

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)
	<ul style="list-style-type: none"> - Students who struggle using the step by step drawing guides can trace the image of the insect. 	<ul style="list-style-type: none"> - Students who find carving difficult can carve one insect instead of two.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<ul style="list-style-type: none"> - Students who want to challenge themselves can draw an insect from a realistic bug image. 	<ul style="list-style-type: none"> - Students who want to experiment with printing further can try using multiple colors for background.

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.**

-Printing press
-Linoleum

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.**

- Texture plates
- water soluble printing ink
- printing plates
- printing press
- plastic spoons
- linoleum
- carving tools
- paper
- powerpoint presentation
- drawing paper cut to size of linoleum
- pencils
- brayers
- step by step insect drawing pages

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 presentation
- <https://www.youtube.com/watch?v=m23otH5cFsY> printmaking with Favianna Rodriguez (Stop video at 3:10)

Preparation:

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

- gather materials
- make example print

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 yourself
- When walking with the carving tool hold the pointy side down

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.

To peak students interest I will show a video called Printmaking with Favianna Rodriguez! In her video she talks about how she created a butterfly print to represent immigrants and the beauty of migration.

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.

- "How can an insect represent a person?"
- "What traits do specific insects hold?"
- "What insect can you relate to?"

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

Day 1	<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>Students will complete the drawing of the day.</p> <p>Intro to printmaking and Favianna Rodriguez (Slides: 1-8) The students will learn that insects can be used as a metaphor. The students will participate in a turn and talk and brainstorm what insect they believe represents them.</p> <p>Demo how to draw insects using the step by step instructions, emphasize that the insect should take up the entire pre-cut paper. Students should draw two insects one on each paper.</p> <p>Students will draw their insects.</p> <p>Demo how to transfer the drawing onto their linoleum, one drawing on each side and instruct them to go over the transferred drawing in sharpie.</p> <p>Students will transfer insects onto their linoleum, then trace with sharpie.</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 will recognize that insects are used as metaphors in some art by <u>contributing to a discussion about what Favianna Rodriguez butterfly prints represented to her.</u></p> <p>students will sketch two insects onto their pre-cut paper by <u>using step by step instructions on how to draw the insects.</u></p> <p>students will be able to apply transferring techniques by <u>shading the back of their drawings and using the pressure of their pencil to transfer the drawing onto the linoleum.</u></p>	<p>Time</p> <p>50 min</p> <p>5 min</p> <p>8 min</p> <p>5 min</p> <p>10 min</p> <p>5 min</p> <p>7 min</p>
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Day 2	Teacher will announce it is time to clean up!		10 min
	End Of Day One		
	Students will complete the drawing of the day.		5 min
	Demo how to prepare linoleum by coloring it with a marker, demo how to use carving tools and introduce tool names and go over safety rules and go over printing terms.		10 min
	Students will color their linoleum with a marker to prepare it for carving.		2 min
	Hand out a pre drawn/colored flower or leaf for the students to practice carving with.		2 min
	Students will carve their practice piece and then begin carving their final.	students will be able to practice these new carving techniques by <u>carving either a flower or a leaf, making sure they carve away from their body and their hands</u>	21 min
Day 3	Teacher will announce it is time to clean up.		10 min
	End of Day 2		
	Students will complete the drawing of the day.		5 min
	Students will continue to carve their linoleum.	students will demonstrate their new carving skills by <u>carving both of their insects following the safety guidelines as they do so.</u>	35 min
	Teacher will announce it is time to clean up!		10 min
	End of Day 3		

Day 4	<p>Students will complete the drawing of the day.</p> <p>Students who still need to carve will continue to carve. Teacher will demo to those who are ready how to begin to print their texture plates, leaf/flower and their insects.</p> <p>Those who are ready will begin to print while the rest carve.</p> <p>The teacher will announce it is time to clean up.</p> <p style="text-align: center;">End of day 4</p>	<p>students will duplicate the proper steps of printing their images by <u>first printing the background with a texture plate, than printing either their leaf or flower and then printing their insect.</u></p>	<p>5 min</p> <p>10 min</p> <p>25 min</p> <p>10 min</p>
Day 5	<p>Students will complete the drawing of the day.</p> <p>Teacher will do a second class demonstration of how to print the texture plate for the background and the leaf/flower and insects.</p> <p>The students will all print.</p> <p>Students who finish will fill out an artist statement and reflection sheet when done.</p> <p>Teacher will announce it is time to clean up!</p> <p style="text-align: center;">End of Day 5</p>	<p>students will duplicate the proper steps of printing their images by <u>first printing the background with a texture plate, than printing either their leaf or flower and then printing their insect.</u></p> <p>Students will reflect on their artwork and what they learned by <u>filling in a 3.2.1 artist statement and asking their peers for feedback.</u></p>	<p>5 min</p> <p>10 min</p> <p>20 min</p> <p>5 min</p> <p>10 min</p>
Day 6	<p>Students will do the drawing of the day.</p>		<p>5 min</p>

	Students will finish printing and filling out artist sheets.	Students will reflect on their artwork and what they learned by <u>filling in a 3,2,1 artist statement and asking their peers for feedback.</u>	35 min
	Teacher will announce it is time to clean up.		10 min

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.)

Students will fill out a 3,2,1 artist statement and get feedback from a peer on what they could do differently.

Post-Assessment (teacher-centered/ objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?




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.

STUDIO RUBRIC

NAME: _____

THEME: _____

STUDIO HABITS	GOAL	I didn't do this. 	I kind of did this. 	I did this! 
DEVELOP CRAFT	I used my tools and materials appropriately.			
ENGAGE AND PERSIST	I embraced problems and my art has a focus.			
ENVISION	I mentally pictured my next steps.			
EXPRESS	I created art that conveys an idea.			
OBSERVE	I paid attention to details.			
REFLECT	I talked with a partner about my art process.			
STRETCH AND EXPLORE	I tried something new.			
UNDERSTAND THE ART WORLD	I used other art as inspiration for my own art.			

3•2•1 → ART!

Name

Project/Unit

3

Things I learned

2

Things I like about my work

1

Thing I would change or do differently

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

Reflection:

After teaching this lesson for the first time I believe that for the most part all objectives were achieved, students were able to carve into the linoleum and were able to create prints successfully. In the future I think that I would change the prompt of this project and have students create an image or symbol that they believe represents them as a person. For the next lesson I think I would continue students along the path of self discovery and have them create paper mache identity masks that they would paint to represent their identity (ex: The aspects of themselves that make them who they are)

3.2.1 → ART!

Name

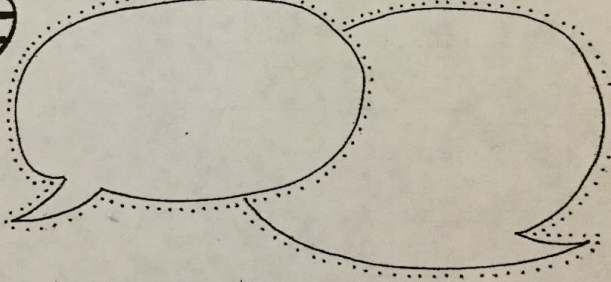
Project/Unit

3

Things I learned

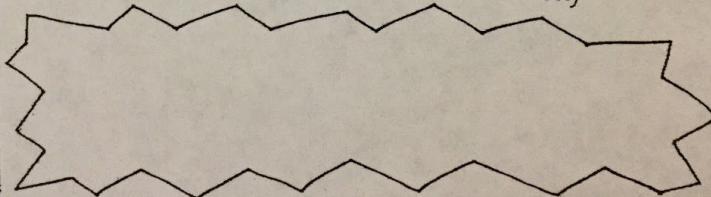
2

Things I like about my work



1




Thing I would change or do differently



STUDIO RUBRIC

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THEME: _____

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STRETCH AND EXPLORE	I tried something new.			
UNDERSTAND THE ART WORLD	I used other art as inspiration for my own art.			