Service Learning Lesson Plan

Title:        Linocut Black Printing                                                   Group/Date: Cooper Home – 3/26/2018

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| **Lesson Idea and Relevance:** 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? | Students will be introduced to block prints as another form of art making. Using linocuts, students can carve out a drawing/marks that can be transferred to paper using different types of colored ink. We have been drawing and painting in our lessons thus far and block prints are yet another form of art that includes drawing, though in a different form: carving. For this lesson the students can decide what subject matter they want to depict in their block print. |

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| **Essential Understanding (s):** What are the “big ideas”? What specific understandings about them are desired? | **Essential Question (s):** What provocative questions will foster inquiry,  understanding, and transfer of learning? |
| * Art appears in many forms * Art can be created in different ways * Art is a form of expression and symbolism |  How can art communicate experiences and emotions?   What different types of art do artists make? |

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| **Outcomes – Students will be able to…**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 art work; analyze sketches?  **Students will be able to** |
| * After discussion about Spring and their favorite outdoor activities, students will be able to list or sketch ideas for their block print and explain it to others . I can tell you about my ideas for my art. * After a demonstration, Students will be able to use their tools to carve lines, shapes, and designs and explain how they made them. I can carve drawings into my linocut. * After given time to experiment with tools and techniques, students will be able to explain the capabilities and limitations of using carving tools and transferring ink to paper.  I can tell you what it is like to carve on linocuts and how I used ink. * Within their artwork students will be able to describe what they drew and why. I can tell you about my carving/drawing. |

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| **Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? | **Assessment Instrument (s):** By what criteria will “performances of understanding” be judged? |
| Students will be divided into 3 groups, and teachers will lead the following discussion questions to talk about their block prints:   * Can you describe what you carved in your linoleum cut? * What shapes/images or objects did you carve out and why?   As teachers wrap up these brief group conversations, students will be asked to look at their peers’ art artwork. Students will be asked to:   * Give a title based on the composition and subject matter * Take the role of a museum curator – Would you accept this into your art museum? Why or why not? | Visual documentation uploaded to the blog of students demonstrating:  -Ideation in sketching  - Discoveries in the carving process  -Discoveries in the printing process  - Discussing their art print and art process  -Creative problem solving |
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| **Pre-assessment:** 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)? |
| 1. Have you ever done any type of printmaking? (Provide past student examples of prints)   -How do you think these art works were made? How is this different than a drawing or painting?   1. Have you ever carved out a drawing using a tool?   -Is it hard or soft? How do you ‘correct’ mistakes?   1. What is the difference between a block print and painting on a canvas?   -How is the mark making different or similar? |
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| **Motivation:** How will you hook all students and hold their interest? | **Ideation:** How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work? |
| * Have examples to show that were created by the teachers * Teachers will describe their block prints   -How do you think I made this?   * We will demonstrate the process of linoleum cuts and printing them with ink onto paper   -Include students in the inking process… Have a student roll out the ink, listen for the Velcro sound   * Both projected images and hard copies will be presented to students * Encourage student interaction, walk around the classroom showing the students artwork. Ask for questions? | -Pulling from the past two assignments (name tag and monster), what ideas or interests could be carried over?      >Sports, favorite shows, favorite food, pop culture, etc.  -What interesting shapes could be explored using a print over direct linemaking.      >Are there any oddly formed shapes that may make for an interesting composition.  -What are you thinking of making and how can you translate it over to the linocut to reflect those ideas?      >What will need to be done to make the linocut be like what you’re thinking of printing. |

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| **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? |
| 1. Greet the students and introduce the lesson subject matter before proceeding with the short pre-assessment (5 minutes).    1. How do you think the art in front of you was made?    2. Has anyone ever made a print before? What is it like?    3. How is this different than drawing or painting? 2. Go around the room presenting the teacher’s examples (5 minutes)   -Teachers will describe their block prints  -How do you think I made this?  -How would you approach using multiple colors in your art?   1. Highlight safety precautions with the tools and give a quick demo on how to attach the block plates to the table [or possibly have them setup before class if need be] (5-7 minutes).    1. This is where safety is a priority in handling the tools for those around you and for yourself. 2. Hand out the linocut blocks and pieces of paper for them to write out any ideas or thoughts (if they want to) before digging into the blocks (5 minutes)    1. Students will be asked to consider their favorite things about Spring.    2. What is your favorite outdoor activity?    3. Do you have a favorite plant? Favorite animal?    4. Favorite things to eat/drink during Spring?    5. Favorite Spring time outfits/clothing? 3. Move into work time. 4. As students get closer to finishing the carving process, provide a brief demonstration on how to properly ink and print a block.   -Ask one student that is ready to print to pick a color and begin by scooping ink out of the container and onto the inking plate.  -Explain to the students to roll the ink in two different directions to spread it out and listen for the suction/Velcro sound to determine when the ink is the correct consistency.  -The student will roll the ink onto their block and press the block face down on a piece of paper to transfer the image. Show the results.  -Encourage students to go back and carve more/make changes to their block if they are unsatisfied with the results.   1. Starting the clean up process once prints are finished and possible storing of prints. |

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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| -Linoleum cuts  -Carving tools (U and V tools)  -Ink  -Bench hooks  - Brayers  -Inking plates  - Paper (What kind of paper do we want to use? Normal printer paper for practice and higher qualities for their final prints?)  -Aprons |

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| **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.** |
| * Having the proper tools that are not dull and enough for everyone.   + Are the tools capable of digging into block. * Security of the block plates that are being used   + Do any wobble when attached to the table? * Will there be any crowding at tables limiting movement of tools.   + Possibly ask students as they enter to spread out and allow enough room to maneuver. * Are there bandages and neosporin readily available in case someone knicks a finger and are there any allergies to what there is.   + If not get some just in case (get fun ones and remember the receipt). |

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| **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)? |
| * There was a brief discussion to have Jeremy work with the plastic lithoprint possibly using marks instead of the litho tools to cut into the block.   + Discuss further to figure out if  both options should be available to everyone. |