


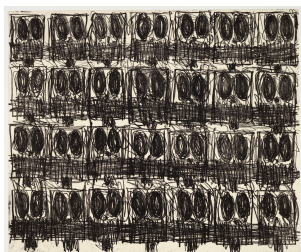
Lesson Title: **Patterns with Printmaking**

Targeted grade Level: **6-8**

Anticipated Time Frame: **10 Days**

| Lesson Plan  | Rationale   |
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| Conceptual Structure/ <b>Big Idea:</b> Repeatability   | Teaching students about patterns is important for future art making.<br>Repeatability can also be thought of as reusing discarded items in order to create something new.   |
| <b>Key Concepts:</b> ( <i>What ideas, facts, and new knowledge will the students acquire?</i> List the key <b>art</b> concepts that will help students to understand the big idea as an <b>artist.</b> )<br><br><b>Students will:</b> <ol style="list-style-type: none"><li>1. Use repeatable designs to create a pattern.</li><li>2. Use new tools to create artwork.</li></ol> | These key concepts are important because pattern and repetition are both principles of design. Students should have some experience with the principles of design. This assignment can make connections to some of the principles of design more clear for the student. |
| <b>Objectives:</b> (what students will DO)<br><br><b>Students will:</b> <ol style="list-style-type: none"><li>1. Create unique linocuts.</li><li>2. Learn how to make successful and repeatable patterns.</li><li>3. Learn how to safely use supplies.</li></ol>   | This project will have students creating repeatable linocuts. This project can also help to develop motor skills. Learning how to make and use patterns is a skill that is important to learn. It can also help students to make more aesthetic choices in the future.  |

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| <p><b>Essential Questions:</b> (BIG overarching questions)</p> <p>How can patterns be used to achieve a successful image?</p> <p>How can you experiment with a design to achieve varying results?</p>   | <p>Using patterns can create something that is aesthetic, but there is also importance to breaking patterns. By experimenting with patterns students will be able to make aesthetic decisions in relation to their own artwork.</p>  |
| <p><b>Standards:</b></p> <p>NVAS:</p> <p>ART.VA.I.7.2 Understand the concept of proper use of art materials and using tools safely and responsibly at an emerging level.</p> <p>ART.VA.II.7.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to articulate ideas and communicate intended meaning at an emerging level.</p>   | <p>Students will safely learn how to respect and use new tools. They will also need to make choices about techniques they intend to use.</p>   |
| <p><b>Teaching Resources:</b> (artwork, videos, books, etc.)</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=a-hy_opPMvI">https://www.youtube.com/watch?v=a-hy_opPMvI</a></li> <li>2. Andrea Lauren<br/><a href="https://www.instagram.com/inkprintrepeat/">https://www.instagram.com/inkprintrepeat/</a></li> <li>3. Gustav Klimt</li> <li>4. Andy Warhol</li> <li>5. Rashid Johnson</li> </ol>  | <p>I would use Gustav Klimt and Andy Warhol to talk about patterns and repetition. I would use the video as an edpuzzle to familiarize students with the process. Andrea Lauren mixes and matches lino cuts to create new prints which is interesting and could help students understand how repeatable lino prints can become. Rashid Johnson is an artist who was featured at the dia and uses mixed media in relation to printmaking.</p> |



### Lesson Plan Sequence: (4 steps)

1. Visit the Printmaking in the Twenty-First Century exhibit at the dia. Have the students select and write about one art piece in the exhibit that they found the most compelling and how it uses the principles of design.
2. Introduce the project and talk about lino prints and patterns. The students will begin to sketch their designs. I will show them how to make a repeatable pattern. Assign the ed puzzle as homework.
3. Once the students finish their sketches they will transfer them onto the linoleum block or styrofoam. And then begin to carve their designs.
4. Print the designs on various types of paper. Students will probably have to share rollers. I will come around the classroom to provide the ink, so they won't use too much ink. After the students do initial prints they can

The students will learn the skill of printmaking from a stamp. This skill also involves learning how to quickly make a repeatable pattern. This is the link to the edpuzzle. <https://edpuzzle.com/media/661f49942d66e6b57674d720> I am not sure if you will be able to see it with this link, so I am sorry if you can't see it. I also want the students to have fun experimenting with print making and getting creative about what they can use in addition to their linocut blocks. This assignment would mostly be assessed formatively because it would be based on how the students are experimenting with the materials. Students would also be assessed summatively when they turn in pictures of their process and final products.

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| <p>begin to experiment with colors, negative space, found objects, density of the prints. Throughout this process students will need to take pictures of their final products and their process.</p> <p>5. After everyone is done with making prints as a class we can walk around and look at what everyone has created and ask questions about them.</p>                       |   |
| <p><b>Differentiation/Accommodations/Modifications:</b> This project is very fine motor skill heavy, so for students who lack fine motor skills they can use styrofoam. Printmaking with styrofoam allows the student to just use a pencil and not have to worry about the carving tools. Students would also be allowed to print off references to use in making the stamp.</p> | <p>Printing with styrofoam can create really interesting results. The only trade off it has with a linocut is that it can be difficult to preserve.</p> |



**Photo of Teacher Exemplar (add when completed)**



This is my example. In the one with yellow I experimented with other materials to make marks with.

**Materials/Tools/Art supplies needed:**

- Linoleum Blocks
- Styrofoam
- Carving tools
- Pencils
- Printing Ink
- Various kinds of paper
- Rollers
- Smocks
- Gloves
- Glass sheets

None of the supplies are super out of the ordinary for an art classroom. A lot of the materials that are specific for this technique can be used for a very long time, so getting them is an investment.

**Materials Distribution/Clean Up:**

Students will most likely share glass sheets and rollers. I will come around and distribute the ink. The students would be wearing

I decided that it would be better if I distributed the ink to ensure there is minimum waste and so the colors don't become muddy at a table.

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| <p>smocks, and they can choose to wear gloves if they would like. After we are finished printing the students will carefully wash the glass and the rollers in the sink. Then the prints they made will be put on a drying rack.</p>  |   |
| <p><b>Evaluation: (Questions to Ask Students After)</b></p> <ol style="list-style-type: none"> <li>1. What was your favorite technique tried when making a print?</li> <li>2. Do you think your pattern was successful?</li> <li>3. What principles of design are present in your finished artwork?</li> <li>4. What could you change in the iteration if you were to do this project again?</li> </ol> | <p>These questions can guide the students into thinking critically about the art they have created.</p> |

[https://www.canva.com/design/DAGCuHJrXf0/7gJ84J12TjkwmXQcE6bR3g/edit?utm\\_content=DAGCuHJrXf0&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGCuHJrXf0/7gJ84J12TjkwmXQcE6bR3g/edit?utm_content=DAGCuHJrXf0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)