

Paul Klee Woodblock Printing!

Teacher: Rachael Wells

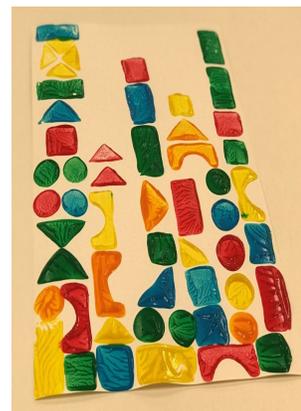
Age: 5-8

NCAS Standards:

Artistic Process: Creating

Anchor Standard: Organize and develop artistic ideas and work.

Performance Indicators: Explore uses of materials and tools to create a work of art.



Artistic Process: Connecting

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Indicators: Recognize that people make art and that art can be made in collaboration with others.

Project Summary and Rationale:

Students will be given several printmaking tools to get a feel for what they will be using in the upcoming days. Students will be introduced to each material and will each have a chance to try the tool.

Music will be used as an indicator to start/stop printing and pass the tool to the person next to them. Once everyone has had a chance to use each tool, the group will stand up and look at the piece, identifying what they see (colors, shapes, etc).

Enduring Understandings

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Creativity and innovative thinking essential life skills that can be developed.

Essential Questions

- How is art made?
- Can art be made by many people at the same time?
- What does art mean to you?

Knowledge Objectives/Learning Targets-

Students will know:

- That art can be made by more than just one person at a time.

- That everyone brings their own magic to an artwork.

Skills Objectives/Learning Targets

Students will be able to:

- Be able to use printmaking materials that we will use in the camp (brayers, wood blocks, stamps, collograph print etc.)
- Know the names of printmaking tools

Materials: Acrylic paint (3 colors for aesthetic purpose), stamps, brayers, paint trays, smocks, large paper roll.

Vocabulary: Brayer, stamp, wood block, collograph print, monoprint, mark.

Motivation:

Fun music to start and stop printing to, analysis of students using tool in inventive ways.

Lesson Sequence:

Introduction of the lesson:

- Everyone sits in a circle and we go around with names and favorite ways to make art.
- Break out printing tools and pass around the oval one by one, asking what they think they're used for.
- Cushions away and smocks on.

Implementation of the lesson-

- Who remembers what this tool is called?
- Demo of how to use tools. Pass out tools and start music. Everyone uses their tool to the music.
- Stop music- Students pass their tool to their neighbor.
- Start, stop, start stop, until all tools have been used by everyone.

Closure of the Lesson

- Stop music, stand up and look at the paper.
 - "What do you see?" "Shapes?" "Colors?"
 - How did that person make that mark?
 - What can we add to this piece? Is there white space that we want to fill up?
- Everyone sits again and makes revisions, then looks again.
- Everyone brought something different to this piece!

Differentiated Strategies:

- Present instruction/resources verbally and visually.
- Modify tools and materials for use by students with disabilities.

- Adjust timelines to provide additional time for students with disabilities to complete work.
- Provide various means through which students with disabilities can communicate their ideas or questions.
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics.
- Provide varying means through which students can express what they have learned.
- Encourage students to explore various subtopics of a larger topic or issue.
- Identify student readiness and learning differences and modify instruction to meet varying needs of students.
- Have student work in group with defined jobs, allowing for writing and verbal abilities to share thoughts/opinions.

Assessment:

Formative: Student check-ins while they work.

Summative: Full group discussion and refinement.