

Who's That?

Bringing awareness to endangered animals through mixed media gelatin printing.

Teacher: Rachael Wells

Grade Level or class: Intro to Art Grade 9

Timeframe: 50 minutes

NCAS Standards:

Artistic Process: Responding

Anchor Standard: Perceive and analyze artistic work.

Performance Indicators: Hypothesize ways in which art influences perception and understanding of human experiences.



Artistic Process: Connecting

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

Performance Indicators: Describe how knowledge of culture, traditions and history may influence personal responses to art.

Project Summary and Rationale:

There is a continuously growing number of species that are in danger of going extinct. Students will be given the opportunity to research an endangered species to represent in a gelatin print, and multimedia project. While they let one print dry, they will be making other prints to experiment with the meaning of color and symbols and how these interact with the animal of their choice. Mixed media such as sharpies and pens will be used to further define the animal shape with different types and qualities of lines. Student will also be encouraged to include some messages into their artwork; some facts about the animal they chose.

This lesson aims to inform students of endangered animals that they do not know of, what has led them to where they are now and what we can do to conserve wildlife. Endangered species are particularly interesting to young learners because of their “wild” and unique qualities. The process of recreating an image of an endangered species is a metaphor for bringing them back to life. These pieces will serve as visual reminders of what can happen to our animal friends.

Enduring Understandings

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions

- How does art preserve aspects of life?
- How do images influence our views of the world?

Knowledge Objectives/Learning Targets-

Students will know:

- The two main reasons that animals become endangered: Loss of habitat and loss of genetic variation.
- The specific stories of the endangered species they choose to research.
- Vocab:
 - Brayer
 - Descriptive lines
 - Implied lines
 - Expressive lines
 - Endangered species: A type of organism that is threatened by extinction.
- The process of making a gelatin print.

Skills Objectives/Learning Targets

Students will be able to:

- Make a gelatin print.
- Research an endangered species
- Reflect on their research and interpret how information about a species can be visually represented.
- Speak about their endangered species as they show the work to the rest of the class.

Materials: Gelatin printing sheets, brayers, mark making tools such as combs and brushes, ink, sharpies, pens.

Resources:

https://www.worldwildlife.org/species?gclid=Cj0KCQjw6rXeBRD3ARIsAD9ni9C4kIM7ZyhPtBZAUYo8S3x8bad_IOUo39t4OQRtDKeJlfSRLPncVoYaAn1IEALw_wcB

https://www.youtube.com/watch?v=Ptgu_15sdVc

<https://www.youtube.com/watch?v=zJm6nDnR2SE>

Vocabulary:

- Brayer
- Descriptive lines
- Implied lines
- Expressive lines
- Endangered species: A type of organism that is threatened by extinction.

Motivation:

- Video on the Tapir.
- PowerPoint on some endangered animals and more information to get students excited.
- Demonstration of gelatin printing.
- Example of final product.

Lesson Sequence:**Introduction of the lesson: 15 mins**

- Students will be shown the PowerPoint of information on endangered species and examples of endangered species.
- Students will be shown the video.

Implementation of the lesson- 30 mins

- Students will be asked to research an endangered species in partners and gather a couple facts that they'd like to include in the project we will be making. Everyone will be choosing a different species.
- The teacher will do a demonstration of gelatin printing and show the example of the finished product, also shown at the top of this lesson plan.
- Students will make a gelatin print and may not get the whole way through the project with the allotted time.

Closure of the Lesson- 15 mins

- Clean up- 5 mins
- Students will be brought back to their seats to present their artwork (even if still in progress) to the class. – 10mins
 - What are some facts that you found on your species? How is it being threatened? How did you choose to represent it and why?

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-teacher check-ins as they research and as they start to make their artworks, and asking questions for clarification as the class goes through the process of comprehending the project, researching and making.

Summative: Students will present their findings on their specific species and how they have chosen to represent that species at the end of the class time.