



Teacher:

Class: 1-2 Class Periods

Course Unit:

Lesson Title: Animal Prints

LESSON OVERVIEW: Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

Printmaking is a process in which an artist transfers an original design from one surface to another using ink or paint. One printmaking process, letterpress, involves raised images or letters on wood or metal that are inked and then pressed onto a piece of paper. The result is a print of the raised images. In this lesson students will explore the basics of printmaking by creating and then inking their own raised image. Students will cut and arrange foam shapes to represent an animal of their choice. Students will then use a brayer to ink their animal before placing a piece of paper on top and creating their own print. This lesson will allow students to create their own edition of three prints while exploring how variations can occur within the printing process.

STANDARDS: Identify what you want to teach. Reference State, Common Core, ACT Readiness Standards and/or State Competencies.

Tennessee State Standards

- 1.1 Use a variety of tools in a safe and responsible manner.
- 1.4 Investigate and apply a variety of processes.
- 2.8 Create works of art with intended meaning.
- 3.1 Select and demonstrate subject matter, symbols, and ideas in one's own artwork.
- 3.2 Reflect (written and/or verbal) on the subject matter, symbols, and/or ideas in one's own artwork.
- 5.1 Analyze and discuss the characteristics and merits of one's own artwork.

Common Core Connections for Integrated Subject-Writing/Speaking & Listening/Science

CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

GLE0307.5.2-Investigate the connection between an organism's characteristics and its ability to survive in a specific environment.

GLE 0307.5.1-Create representations of animals that have characteristics necessary to survive in a particular environment.

OBJECTIVE: Clear, Specific, and Measurable-NOT ACTIVITIES. Student-friendly.

1. Students will be able to describe the printmaking process by creating their own edition of three prints based on an animal of their choice.
2. Students will be able to discuss the variations that occur when creating multiple prints from the same printing plate.
3. Students will be able to explain how they used various shapes to create specific characteristics of their chosen animal.

ASSESSMENT/EVALUATION: Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective.

1. Students will present their work in small group critiques to explain how they used shapes to form the basic characteristics of their chosen animal.
2. In a written response students will list the steps of their printmaking process.

MATERIALS: Aligned with the Lesson Objective. Rigorous and Relevant.

- (1) 5"x7" Piece of cardboard per student- this will be the printing plate
- (2) Colors of pre-poured water-based printing ink per table
- (1) Container of foam shapes
- (1) glue stick or bottle of glue per student
- (1) Pair of scissors per student
- (4) Brayers per table
- (4) Baren's per table
- (2) Cookie sheets/pieces of Plexiglas per table
- (3) Pieces of 5"x7" pieces of white paper per student

ACTIVATING STRATEGY: Motivator/Hook. An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

1. Before class gather various types of stamps, a piece of paper, and acrylic paint.
2. Allow students to watch as you create prints of the various stamps. Explain that the printmaking process is similar to the act of stamping; artists create images on one surface and transfer the image to another using ink.
3. Create three prints using the same stamp. Ask students to point to the differences between the three prints. What changes between each print?
4. Explain that students will be creating an image of an animal of their choice and will transfer that image to a piece of paper using printmaking tools and ink.
5. Remind students of their science lessons regarding ecosystems and types of animals. Encourage students to create accurate characteristics of their chosen animal.

INSTRUCTION: Step-By-Step Procedures-Sequence. Discover/Explain-Direct Instruction.

1. The teacher will introduce the project with a pre-made example and state the objectives.
2. Each table will contain two cookie sheets/Plexiglas with pre-poured ink, a container of foam shapes, four brayers, four barrens, scissors, and glue sticks/bottles. Also provide images of animals for students to use as a reference.
3. The teacher will lead a demonstration of the printing process students will be using for this project.
4. The teacher will show how to alter and attach foam shapes to the 5"x7" piece of cardboard. Then the teacher will demonstrate how to apply ink to the printing plate with a brayer and make a print by placing a piece of paper on top, applying pressure with the barren and removing the paper to reveal a print.
5. Students will retrieve one 5"x7" piece of cardboard and three pieces of 5"x7" white paper before returning to their seats.
6. Students will sketch out an animal shape on the cardboard before beginning to alter the foam shapes. This will allow students to have a guide for creating the animal from the altered foam shapes.
7. Students will use the foam shapes at their table to create the animal of their choice.
8. Remind students that they may alter and cut the shapes in order to create an accurate representation of their animal.
9. Using glue students will attach their foam shapes to the 5"x7" piece of cardboard.
10. Students will apply ink to their brayer, rolling in one direction and then another to ensure even application of ink.
11. Students will use the brayer to apply ink to their printing plate.
12. Students will place the first piece of paper on top of the printing plate and apply even pressure with the barren.
13. Students will gently remove the piece of paper to reveal a print.
14. Students will use the same printing plate to create two more prints. If needed they can use the brayer to apply more ink to the printing plate.
15. Cleanup will occur during the last ten minutes of class. Students will place their prints on the drying rack and will return materials to the appropriate bin.

ALTERNATE/EXTRA ACTIVITIES:

1. Instead of using foam shapes students could cut shapes from cardboard to form their animal.
2. Instead of assembling small foam shapes students could cut a whole animal shape from a foam sheet. This would allow students to sketch the animal directly on the foam before cutting it out.
3. Some foam shapes are available with adhesive already on them; these could be useful for students with special needs.
4. Acrylic or tempera paint can be used if printing ink is unavailable.
5. Students could have the option of creating prints on various types of materials such as colored construction paper or recycled wallpaper.

CLOSURE: Reflection/Wrap-Up. Summarizing, Reminding, Reflecting, Restating, Connecting.

1. In a written response students will describe their animal and the environment it lives in.
2. Students will present their work in a class critique or small group critiques.
3. The teacher will ask students about creating three prints using the same printing plate. Does each print look the same? Did they need to reapply ink to their printing plate?

CROSS-CURRICULAR CONNECTIONS

1. Writing
2. Speaking and Listening
3. Science

EXTENDED LEARNING

Books:

1. *ABC Bunny* by Wanda Gag (lithograph print illustrations)
2. *The Song of Francis and the Animals* by Pat Mora, with woodcut print illustrations by David Frampton
3. *This Little Chick* by John Lawrence (engraved print illustrations)

Online Enrichment:

1. Kennedy Center: Japanese Woodblock Prints
http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Japanese_Woodblock_Print.aspx
2. BBC Learning Zone: Printing
<http://www.bbc.co.uk/learningzone/clips/printing/9080.html>
3. The Carle Museum: Printmaking With Kids
<http://www.carlemuseum.org/blogs/making-art/monotype-printmaking-kids>
4. The Warhol: Screen Printing
<http://edu.warhol.org/silkscreen/main.html>

Cross-Curricular Lessons:

1. Art Write: WPA Prints
<http://www.artmuseum.arizona.edu/wpa-prints>

For additional lesson plans and activities, visit us online at www.fristkids.org.
This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.
The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.

