

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed artwork, consulting curriculum materials, etc. to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

What is representational vs. non representational?

What is negative space?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

This process evokes critical thinking which forces your brain to think in the opposite also known as subtractive thinking. You will have to carve away the negative space which will be the space that will not have ink. This is also an intro to the wide, wide world of printmaking which can be combined with any other art medium.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Negative Space

Texture

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

I can improve on my critical thinking skills by thinking subtractively to carve my relief lino plate.

How can critical thinking be utilized in the world?

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.
Should be written as: Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

Comprehend

Observing the work of the artists, students will be able to **identify** the ways in which they use negative space to create balance and interest in the composition.

1.1 Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.

Reflect

After printing, students will be able to **discuss** and **reflect** on the printing process and how that process can be applied to many other art mediums.

2.3. Examine the nature of diverse aesthetic experiences to build a language of representation that can be used to respond to the world.

Create

Using printmaking, students will be able to **create** several prints using different inking methods.

3.1. Establish a practice of planning and experimentation to advance concepts and technical skills.

Transfer

After creating, students will be able to **connect** the critical thinking needed to think subtractively to other aspects of life.

4.2. Establish a practice of planning and experimentation to advance concepts and technical skills.

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation:

Access (Resources and/or Process)

Expression (Products and/or Performance)

(Multiple means for students to access content and multiple modes for student to express understanding.)	Show more examples and videos / Allow students to paint their plate with black paint before carving	If they have a hard time carving have them use the pink plates which are much easier
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Layer prints	N/A

Literacy: List terms (vocabulary) specific to the topic that students will be introduced to in the lesson and describe how literacy is integrated into the lesson.
Negative Space Representational Non-representational

Materials: Must be grade level appropriate. List everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) List all materials in a bulleted format.
<ul style="list-style-type: none"> Lino plates carving tools brayer baren/ wooden spoon paper ink roller metal plate stabilizer, also used for inking roller sketchbook Cleaning materials

Resources: List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format.
<ul style="list-style-type: none"> Sam Cikauskas https://www.dwngraf.com/inspiration/examples-of-negative-space-in-art/ - **Some examples not appropriate -Pick and choose from list

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

Create an example and photograph process
Create powerpoint
Have a designated printing location

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

Carve away from you and fingers
Use the plate stabilizer

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

Students will be shown some really interesting examples of negative space.
They will watch videos of Sam Cikauskas printing to help with engagement and understanding the subtractive thinking.
They will also be shown how printmaking can cross into several different mediums.
Rainbow roll.

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions and processes you will engage students in to help them develop ideas and plans for their artwork.

Students will see the wide world of printmaking through example images.
I will show students my work so they can see some examples of printmaking with their own eyes.
Students will see work from a current printmaker in Colorado.

Instruction:

Give a detailed account (in bulleted form) of what you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Part 1	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill) <u>Sketches and Project explanation</u> What is printmaking?	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time
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	<p>What is negative space? What is representational art? What is non-representational art?</p> <ul style="list-style-type: none"> • Create 5 thumbnail sketches • Trace plate in sketchbook and resketch favorite image to size <p>https://docs.google.com/presentation/d/12qcK9GqxeIz91E_Nn7us6L8cEIBL_OV5Q7jhjO81KtjE/edit#slide=id.g78edf0bd9e_0_102</p>	Students will expand upon their observation skills and language of art vocabulary.	
Part 2	<p><u>Carving the Plate</u> Watch part two of the powerpoint and show the videos of Sam carving again.</p> <p>Give a small demo on how to step up the space and prevent carving towards yourself or others</p>	Students will exercise their critical thinking skills by carving subtractively.	
Part 3	<p><u>Printing and Inking</u> Demo of the rainbow roll and show some examples of that Demo how to pull a print and use the baren and spoons</p>	Students identify and consider steps an artist goes through to develop ideas (artistic process)	

Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Students will write an artist statement that will talk about how they created their print and what all they experimented with (color, negative space, non-representational)

Talk about if they enjoyed the process and how they think their piece turned out

Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?	Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.
<p>Did the students create an interesting and balanced composition using negative space and texture?</p> <p>Did the students create 3 prints to the specified requirements?</p> <p>Did students create an artist statement about their print?</p>	<p>Did students create:</p> <p>At least 3 prints</p> <p>One rainbow roll</p> <p>One traditional balck</p> <p>Complete an artist statement</p> <p>Use texture (successful composition)</p> <p>Use negative space</p> <p>Fill the block with carving</p>
Self-Reflection: <i>After the lesson is concluded</i> write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.)	

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.