

2011-2012 Lesson Plan for Henrico 21 Awards

Lesson Title: **Rebels, Radicals, & Revolutionaries** - A Study of Print Making

Length: 690minutes / 3 weeks - dependent upon availability of resources, student work ethic and the dynamic of the class.

Summary: Students will demonstrate a comprehensive and sophisticated understanding of the relief printing process through the creation of an original 2 color reduction print depicting a historical figure that has advocated or was engaged in positive change. Before starting print making process, students will study artist and print maker, Käthe Kollwitz, an advocate for social justice who lived during the 20th c. in Germany. Students will look at examples of Kollwitz's artwork identifying key components of composition and discussing the work's ability to evoke an emotional response from the viewer. Next, students will brainstorm a list of characteristics and compose a class list of criteria (using activeengage-vote) to use when identifying and researching a rebel, radical, or revolutionary. The individuals that are identified and research will become the subject of the students' original 2 color reduction print. Students will conclude the printmaking project by completing both a self and peer evaluation and participating in a student directed class critique.

Essential questions:

What is a rebel, radical, and revolutionary?

Who is Käthe Kollwitz?

What is a print?

What is a relief print?

What tools and materials are used to make a print?

What makes a strong composition and successful print?

How do you make a relief print?

How do we critique a work of art using the D.I.Y.J. model?

Lesson Development:

Process/Tasks/Assessment:

Session 1: Students will view and discuss artwork by artist Käthe Kollwitz. In small groups, students will determine how Kollwitz's prints uses (or does not use) each of the principles and elements of art. The teacher will facilitate class discussion regarding Kollwitz's role as an advocate and her approach of utilizing composition as a means to evoke viewer response.

Session 2: Students will complete an online tutorial and guide as an introduction to 4 different forms of printmaking. The interactive site will walk the students through the

process of relief printing, lithography, intaglio, and screenprinting. The site is provided by the MOMA, <http://www.moma.org/interactives/projects/2001/whatisaprint/flash.html>. Students will be expected to take notes and will be evaluated on all four processes of printmaking, as well as, tool and terms used.

HW: Finish tutorial and notes.

Session 3: In small groups, students will generate a list of characteristics a rebel, radical, or revolutionary must demonstrate. Students will “text in” characteristics in order to compile a total class list. Students will then narrow down the list to specific criteria that will be used as a set of requirements when researching historical figures. Students will complete an ART ID – Visual Journal Assignment on their Selected rebel, radical, or revolutionary. The individuals selected for the ART ID will become the subject of the student’s relief print.

HW: Complete research and ART ID – Visual Journal Assignment on individual rebel, radical, or revolutionary.

Session 4: Students will make 3 representational thumbnail sketches of their revolutionary. Students will conference with the teacher in order to select the strongest composition. Students will then work on a detailed 9x12” contour drawing of his or her revolutionary using pencil.

HW: Complete the 9x12 drawing.

Session 5: The teacher will demonstrate how to transfer the 9x12 pencil drawing to the linoleum block. The teacher will then demonstrate the dos and don’ts of carving linoleum block stressing on SAFETY FIRST. Students will transfer image to a block of linoleum and begin carving the areas of the composition that will remain white.

Session 6: Students will understand what makes a “good” print versus what makes a “bad” print through a series of examples. The teacher will demonstrate proper printing technique and work place logistics. Students will understand where all tools and materials are located, how to use them correctly, and how to clean and care for the tools and materials before they are able to print. Students will complete 15 - 20 good prints in the first color.

Session 7: Students will carve away all areas of the composition that will remain the first color with the understanding that everything left behind will be black.

Session 8: The teacher will demo how to register students second block with the first. The teacher will demonstrate how to sign a print including the signature, title, and edition number. Students will register their image and print using black ink. Students will

select the 5 best prints and sign them including his or her signature, title, and edition number.

Session 9: Self-Assessment and Formal Class Critique - D.A.I.J.

D= Description

A= Analysis

I= Interpretation

J=Judgment

Students will display 1 of their final prints for a formal class critique. Students will first complete a self-assessment and a peer assessment to submit with their edition of 5 prints for teacher evaluation. The written assessment will also help to guide class discussion. The class will then begin a teacher facilitated class critique of the set of class prints using the D.A.I.J. model. Students will submit their edition of 5 to be evaluated by the teacher.

**A single print by each student will be on display in a centralized location for the school community to view.*

TIP Chart Assessment:

Research and Information Fluency:

APPROACHING (3) Students will use a teacher provided site developed by the MOMA an introduction to print making. Students will research individual selected rebels, radicals, and revolutionaries using resources found both in the library and online to complete an Art ID in their sketchbook.

Communication and Collaboration:

Target (4) Students will discuss in small groups the characteristics that make a rebel, radical, or revolutionary. Students will then create a student directed list of criteria to determine if an individual is a rebel, radical or revolutionary. After all students have completed their original print, students will evaluate and discuss the art work in a student directed/teacher facilitated formal critique using the D.A.I.J. model.

Critical Thinking and Problem Solving:

Target (4)

Print making is a tedious form of art making that takes patience, skill, and practice. Students will have to remain focus while both cutting their linoleum blocks and printing their image. Each step requires an understanding of the printmaking process. Students will come across issues while printing and will have to come up with solutions through

trial and error. Printmaking requires the student to constantly reflect on their process. The end goal is to acquire an edition of 5 perfect and identical prints.

Creativity and Innovation:

Target (4) Students will create original works of art using the print making process. Their art will depict historical individuals who have contributed to society by making a positive change. Student work will be displayed in a centralized location for the school community to view with the intent to evoke discussion or response from the audience.