



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

5

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WASHINGTON STATE
ARTS COMMISSION





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ART LESSONS IN THE CLASSROOM

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THANK YOU!



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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

FIFTH GRADE LESSON NINE

RECORDING THE PRINTMAKING PROCESS

Description Of Project:

Teach in multiple sessions

Students make a print and record the process.

Problem To Solve:

What contributes to the printmaking process?

Student Understanding:

Following a technical sequence of steps from design to printed image is essential to the effective production of a print.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Creates a geometric composition with numerals/letters.

AC: Organizes mathematical shapes and print symbols.

LT: Designs and aligns one plate to create meaningful negative space.

AC: Creates design with two lines of symmetry that make new shapes when one image is adjacent to another.

LT: Makes a printing plate.

AC: Incises lines and spaces into Styrofoam.

LT: Transfers and registers print.

AC: Transfers ink from plate to paper and aligns prints so lines and shapes flow from one to the other.

LT: Documents the printmaking process.

AC: Records and sequences printmaking process in concrete language.

EVIDENCE OF LEARNING

Art: Painting

Organizes a geometric composition with mathematical shapes and print symbols

Makes two lines of symmetry, creating new shapes to make meaningful negative space

Incises lines and spaces into Styrofoam

Transfers ink from plate to paper

Aligns print so lines and shapes flow from on print to the other to mirror original design

Records and sequences printmaking process in concrete language

EXAMPLE



VOCABULARY

- Brayer
- Geometric Shape
- Incising
- Negative Space
- Print
- Printing Plate
- Procedure
- Register
- Sequence
- Symmetry
- Symbol

RESOURCES

Richard Elliot, *Crossroads*, ArtsWA;

Ross Palmer Beecher, *Feathered World Without End*, 4Culture;

Robert Indiana, *The X-5*

ART MATERIALS

- sketchbook
- pencils
- rulers
- 4x4" Styrofoam printing plate
- 12x12" plexi plates
- water soluble block printing ink
- brayers
- 5x5" newprint squares
- 12x12" white or color paper
- crayons

FIFTH GRADE LESSON NINE // RECORDING THE PRINTMAKING PROCESS

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Guide students in creating an image for a print. Introduces *Crossroads* by Richard Elliot and *Feathered World Without End* by Ross Palmer Beecher and/or *X-5* by Robert Indiana.

Prompts: Describe where you see repeating math shapes, letters, or numbers. Do we see places where shapes interlock like a puzzle to create even more designs or patterns? Point them out. What geometric compositions could we create? How could we combine them with an easily-read graphic image like a letter or a number? We're going to repeat an image more than once to create a print composed of repeated printed images. We will need to consider the way the negative spaces around the image will intersect with the same image when placed next to each other. Think about how new shapes will be created as you will repeat your image.

Distribute 4x4" Styrofoam plates and rulers (shape templates are optional also).

Prompts: One way to create designs that connect or flow together like *Feathered World Without End* is to create two lines of symmetry. Trace around your plate in your sketchbook and use a ruler to create two lines of symmetry: corner to corner (diagonally) or vertically/horizontally. Integrate a letter or a number into the geometric shapes you have created.

Guide students in making a printing plate out of the 4x4" Styrofoam.

Prompts: Remember that we will be recreating our drawing on the Styrofoam shape you used as a template for planning in your sketchbook. We will ink this plate several times and print the image multiple times in a larger composition. Transfer your image by aligning your drawing with the perimeters of the printing plate. (Tape drawing on Styrofoam with blue tape hinge if needed). Draw over the lines you have drawn hard enough to make a very clear, deep impression on the plate. Remove the drawing and then go over your lines again with pencil directly into the Styrofoam, so that you can feel the texture of your design easily.

If you choose to have any larger areas of white, then you can open up any areas by taking a pencil end and pressing on the foam for areas that will not pick up the ink. You may choose to add texture by making lines or dots with different widths of points and in different patterns. Mark the top of your plate with an arrow on the back.

Show strategy of creating a crayon rubbing of plate and then repositioning it adjacent to the first rubbing and making another rubbing of the plate to evaluate the flow of design (secondary shapes created by placing designs together) from one image to another.

Prompts: Make a crayon rubbing of your plate, then make another adjacent to your first. Does your plate create secondary shapes when repeated? Refine as needed and test design again with crayons as needed.

Responds to art and gathers information and develops ideas for a print.

Creates printing plate.

Makes rubbings of design, refines plate as needed.

FIFTH GRADE LESSON ONE // LINES IN BUILDINGS

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Guide students in inking plate.

Prompts: Roll out your ink evenly in different directions with a brayer on Plexiglas until you have an even layer of ink. When the Plexi inking is complete some printmakers look for an orange peel surface or listen for a certain sound: a sticky sound. Roll ink (from Plexi plate) onto the printing plate until it has an even opaque ink layer with that same orange peel texture.

Inks printing plate.

Guide students in positioning multiple prints for one composition.

Prompts: Printmakers register prints (position them). Print the image that will be in the middle of your composition first. Turn your printing plate upside-down and position it (your arrow will tell you which side is the top). Carefully place newsprint over the top of the Styrofoam plate. Transfer by rolling a clean brayer over the 5x5" newsprint in multiple directions. Lift the print off the paper. As you ink up and transfer for the second adjacent image, you will need to be careful since it is next to a print that is still wet. Try to confine your brayer rolling to the small area of the print, while still making sure the edges of the print have been rolled.

Prints multiples of the same plate in a single composition.

Ask students to document/record the printmaking process.

Prompts: Using clear language and arts vocabulary, explain the printmaking process step by step.

Documents the printmaking procedure in sequence.

FIFTH GRADE LESSON NINE // RECORDING THE PRINTMAKING PROCESS

SKILLS AND TECHNIQUES



Look for the orange peel texture to know that there is an even layer of ink.

LEARNING STANDARDS

Visual Art

- 1.1a Combine ideas to generate an innovative idea for art-making.
- 1.2a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- 2.1a Experiment and develop artistic ideas and work. 2.2a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- 3a Create artist statements using art vocabulary to describe personal choices in art-making.
- 7.2a Identify and analyze cultural associations suggested by visual imagery.
- 10a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Common Core ELA

- 5.W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- 5.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

ART STUDIO TIP

Printmaking Techniques

If you are inking and printing a plate repeatedly in the same session, you need to roll out more ink and reapply the ink to the printing plate surface each time.

Look for an orange peel texture or sparkly even sheen that tells you the plate has an even layer of ink.

Styrofoam printing plates are fragile. Carefully lift the printing plate off the paper each time an image is transferred.

Optional:

Adding a second color ink, wash and thoroughly dry printing plate after printing with first color of ink. Incise further details into open areas of plate (they will reveal the first color of ink.) Ink plate with second color of ink, register plate (align) perfectly with first print and print second color of ink on top.

LESSON EXPANSION

Have students teach students from a different class how to make prints.

FIFTH GRADE LESSON NINE // RECORDING THE PRINTMAKING PROCESS

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
Creates a geometric composition with numerals/letters.	Organizes mathematical shapes and print symbols.
Designs and aligns one plate to create meaningful negative space.	Creates design with two lines of symmetry that make new shapes when one image is adjacent to another.
Makes a printing plate.	Incises lines and spaces into Styrofoam.
Transfers and registers print.	Transfers ink from plate to paper, and aligns prints so lines and shapes flow from one to the other to mirror original design.
Documents the printmaking process.	Records and sequences printmaking process in concrete language.

STUDENT	CREATES DESIGN WITH 2 LINES OF SYMMETRY	INCISES DESIGN INTO TEMPLATE	TRANSFERS INK FROM PLATE TO PAPER	ALIGNS PRINT SO LINES FLOW TO MIRROR ORIGINAL DESIGN	WRITES OUT PRINT MAKING PROCESS	TOTAL POINTS