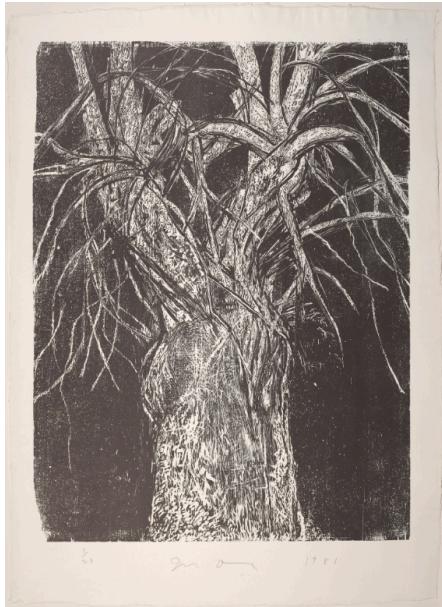



Visual Art	<b>Curriculum Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.</li> <li>• Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.</li> <li>• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world.</li> <li>• Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> </ul>
Grades 7–9	
Period length: 2 hours	

AEC-1053-A Drawing and Painting
<p><i>Students will develop their drawing and painting skills using direct observation and imagination. Students will explore line, color, shape, perspective and composition. Materials will include pencil, charcoal, watercolor and acrylic paint. Emphasis will be placed on acquiring basic drawing and painting skills, as well as on finding a personal style.</i></p>

Printmaking: A Collaborative Narrative	
	Number of days: 3
<b>Essential Questions:</b>	→ How does collaboration expand the creative process? → How does the presentation of artwork affect how the viewer perceives and interacts with the work?
<b>Lesson Objectives:</b>	→ <b>Technical Objective:</b> Students will be able to design a print, carve a print block, and use a brayer to create prints. → <b>Thinking Skills Objective:</b> Students will be able to creatively express story through a print. → <b>Social-Emotional Objective:</b> Students will be able to work collaboratively to tell a narrative.

<b>Learning Targets:</b>	<div>→ I can collaborate with others to tell a story.</div> <div>→ I can design, carve, and print from a block.</div>	
<b>Assessments</b>		
Formative <ul style="list-style-type: none"><li>Student has transferred design to block and used colored pencil to block out what will be carved</li></ul>		
<b>Materials</b>		
<b>Art references</b>		<div>Jim Dine</div> <div><i>The Big Black and White Woodcut Tree</i></div> <div>1981</div>
		<div>Kerry James Marshall</div> <div><i>Satisfied Man</i></div> <div>2015</div>
<ul style="list-style-type: none"><li>Linoleum blocks</li></ul>		

- Paper cut to size of block
- Pencils
- Erasers
- Electric pencil sharpener
- Carving tools
- Bench hooks
- Hair dryer (to soften linoleum block)
- Brayers
- Barrens
- Paper for printing

### Academic Vocabulary

- Relief print
- Composition

### Procedure (*Italics for teacher dialogue*)

#### Day 1

- Show physical examples of prints. Ask if anyone can explain how they're made
  - Point out that relief prints print in reverse (text)
  - Point out that areas removed will be negative space. Show print block
- Point out that printmaking uniquely allows us to make multiples of a work
  - *We're going to work collaboratively to make a series of prints that tell a story*
  - Have students brainstorm stories (could be a folktale, movie, etc.)
  - Distill story into 12-13 phrases
  - Each student receives a phrase to illustrate
- Sketch ideas for print in sketchbook
- Draw print design on paper
- Demonstrate transfer

#### Day 2

- Show additional print examples. Point out how prints are planned with negative space
  - Work with each student individually to plan which parts of their print will be negative space

#### Day 3

- Warm-up: Students will discuss print examples at their tables
  - *Which parts of the print block were cut away to create this print?*
  - *What choices did the artist make about composition?*
- Demonstrate carving and safe carving techniques

- Have students briefly look at their work and discuss suggestions they have for each other to make their work more cohesive
- Divide students into groups based on stage (sketch, transfer, carving)
  - Review sketches individually before transfer/carving
- Once one student has carved a block, demo in small groups

#### Day 4

- Continue carving blocks and printing

### Differentiation

#### Means of Representation

- Physical examples of prints and printing block
- List steps of printing procedure on board

#### Means of Expression

- Students will select a story of their choice to illustrate
  - Students will work together to choose what part of the story each person will illustrate

#### Extension

- Students may embellish finished prints with watercolor

### NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr1.1.6.a (Collaboratively exchange concepts and different points of view to generate innovative ideas for creating art.)  VA:Cr2.1.7.a (Demonstrate persistence in developing skills with various materials, methods, and artmaking approaches in	VA:Pr5.1.8.a (Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.)		

<p>creating works of art or design.)</p> <p>VA:Cr2.2.6.a (Practice conservation, care, safety, and clean-up of art materials, tools, and equipment.)</p>			
<p><b>Benchmarks from NYC Visual Art Blueprint for Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• (8th Grade) Create two or more prints that demonstrate careful inking, registration, and lifting</li> <li>• (8th Grade) Create two or more prints that demonstrate a personal view or unique perspective</li> <li>• (8th Grade) Create two or more prints that demonstrate exploration of visual texture</li> </ul>			
<p><b>Examples of Student Work (see next page)</b></p>			



2/6 Snow White and the Seven Dwarfs

Illustrated by John Burt Foster



3/6 The evil queen kisses Snow White again

Illustrated by John Burt Foster



4/6 Snow White runs away

Illustrated by John Burt Foster



5/6 Snow White is rescued

Illustrated by John Burt Foster



6/6 Snow White is rescued

Illustrated by John Burt Foster



7/6 Snow White is rescued

Illustrated by John Burt Foster