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| **Lesson Title/Focus** | **Sketchbook- Mono print** | **Date** | 03/31-32/2015 |
| **Subject/Grade Level** | Art 10, 20, 30 | **Time Duration** | Blocks A,B,C90 minutes |
| **Unit** | Printmaking  | **Teacher** | Angela McPeake |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**  |
| **General Learning Outcomes:** | Art 10**Record**: Combine Description, Expression and Cognition in the drawing process. Art 20**Record**: Draw for confidence and consolidation of head-to-hand skills.**Encounters**: Transformations through time: Investigate the impact of technology on the intentions and productions of the artist.Art 30**Investigate:** Develop and refine drawing skills and styles. |
| **Specific Learning Outcomes:** | Art 10**Concept A:** Subject matter and expressive intention can be depicted with a variety of notational marks. **Concept B**: The expressive content of drawings is affected by the drawing media selected. Art 20**Concept C:** Combining mental images and representational images in drawing may provide a challenge to an individual’s drawing skills. **Concept A:** The adoption of a new medium will effect change in an artist’s work. Art 30 **Concept A**: A repertoire of drawing techniques is needed to express visual ideas.**Concept B:** Explorations of a technical or creative nature may lead individuals into highly personalized work sessions.  |
| **LEARNING OBJECTIVES** |
| **Students will:**Create 3 mono prints:1. Their name- looking at typography in printmaking. Symbolism/representation of text styles.
2. A landscape which explores texture, line, shape, positive/ negative space.
3. Personal selection which investigates drawing expression.

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| **ASSESSMENTS** |
| **Essential Questions:** | * How does using a specific medium affect personal expression in an artwork?
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| **Key Questions**: | * What are the qualities seen in mono-printing techniques?
* How does mono-printing differ compared to other forms of printmaking?
* What considerations do you need make in creating a mono-print drawing compared to a graphite drawing?
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| **Products/Performances:** | * **3 mono prints**
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| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Alberta Art Curriculum: Elementary Teacher Resource 1985
* <http://www.monoprints.com/history.php?PHPSESSID=787ea8eb30503093980f9d647feb644e>
* <https://inspirationparachute.files.wordpress.com/2011/04/bill-jacklin.jpg>
* <http://www.ianhopton.com/Life_Monotypes/art/Top-right.jpg>
* <http://skpgfinearts.com/Monoprint.html>
* <http://4.bp.blogspot.com/_viXydqJJKj0/TETE7gu7FsI/AAAAAAAAAB4/AwSMNN2XxsA/s1600/DSC00625.JPG>
* <https://www.flickr.com/photos/janebeharrell/9325458921/>
* <http://4.bp.blogspot.com/_Jn64sGT3HXM/TDiLUufTq5I/AAAAAAAAFzg/6e6cZKuaOi8/s1600/birdFlower.jpg>
 | * **Plexi-glass**
* **Brayer**
* **Barren**
* **Water-based print ink**
* **Paper assortment**
* **Matt board**
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| **PROCEDURE** |
| ***Prior to lesson*** | **Have materials ready for students to use. Exemplars made. PowerPoint ready.** |
| **Introduction** | **Time** |
| ***Attention Grabber*** | Mono print examples on the smart board |  |
| ***Assessment of Prior Knowledge*** | Formative:\*Hands-up“Who has done mono-printing before?”“What are some of the qualities of mono-printing?” |  |
| ***Advance Organizer/Agenda*** | 1. Block A: Announcements, class registration
2. Mono-print Artists
3. Mono-print demo on typography
4. Mono-print demo on landscape/ textured object
5. Mono-print of choice- work period
6. Block D: Lock down practice bell.
 | *90 mins* |
| ***Vocabulary*** | * Brayer
* Barren
* Mono-print
* Additive method
* Subtractive method
* Elements of art
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| ***Artists of Influence*** | * Edgar Degas
* Camille Pissarro
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| **Body** | **Time** |
| ***Learning Activity #1*** |  As a whole group:Formative assessment:“Who has done mono-printing before?”“What are the qualities of this medium?”\*Hands-upPowerPoint:What is Mono-printing? What is a mono-type?Applying ink with a brayer onto a plexi-glass board. Using tools to add or take away ink, using techniques which cross between drawing and painting. Transfer this ink image to a piece of paper by laying the paper on top of the plexi-glass and rubbing the back of the paper with a baren. -Significance of mono-type is that it only creates one single print. Whereas a mono-print uses similar content matter which is manipulated between prints. -a variety of tools can be used to add and subtract ink in mono-printing. We will be using pieces of matt board as our tools. For the final mono-print students can find different tools to experiment with. \*Show images in powerpoint as examples of mono-prints. Demo 1: Typography in mono-printing -consider different texts as symbolic or representational. Examples: comic text, metal music text, certain band text (RUN DMC), horror style, etc. -ask students if they can think of any representational text. -consider that all text needs to be done backwards in printmaking. \*reference students creating lino-cuts. -students can reverse text by using the light table to tracing the backside of a sheet with text. In this first task students will be asked to create a mono-print of their name by selecting a certain style of text. -demo this process and how to use the brayer, by rolling ink onto the plexi-glass, and removing the ink using a piece of matt board to create reversed text of your name. \*Students will have 20 minutes to do this task. \*Have students do a gallery walk around the classroom to look at other students artwork. -“What qualities did you notice when using this medium? What were the challenges?” | *15 mins**20 mins* |
| *Teacher Notes: Assessments/ Differentiation* | Blooms Taxonomy Level: Type 1: Understanding -What is mono-printing?-what qualities are seen in mono-printing?-Tools, materials.  Formative Assessment:\*Hands up“Who has done mono-printing before?“ -answering any questions  |  |
| ***Learning Activity #2*** | Demo 2: Mono-print illustrating texture in a landscape-Students will create a mono-print which illustrates different textures in their object using different additive and subtractive techniques. This is a time to experiment and see the different things this medium can do for expression in the artwork. -Demo making a landscape. This is good subject matter because it allows for application of many different techniques. Students can explore the idea of texture, line, shape, tone, and positive/negative space. \*Students will have 20 minutes to create this mono-print. \*have students do a gallery walk around the classroom to see what their peers have created.\*”What did you notice is working well in some of the mono-prints you have seen?”TASK 3: mono-print of choice. -Students can apply their knowledge to create a mono-print of their choice. CALL CLEAN UP 10 MINUTES PRIOR TO END OF CLASS. | *20 mins**20 mins**10 mins* |
| *Teacher Notes: Assessments/ Differentiation* | Blooms Taxonomy Level: Type 1: Understanding -Tools, materials Type 2: Applying and Analyzing -understanding which tools and techniques to use to create desired effects.Type 3: Creating and Evaluating -Making mono-prints\*Formative assessment through discussion and answering questions \*Circulate classroom and provide students with verbal feedback and assistance through the task. |  |
| **Closure** | **Time** |
| ***Consolidation of Learning:*** | “ Some of the expressive qualities mono-printing offers are texture, line, and a painting like appearance. A challenge in mono-printing is that your cannot edit the print and there is only one print as a result.” |  |
| ***Feedback From Students:*** | What did you like about using this medium?  |  |
| ***Feedback To Students*** | You will have the opportunity to finish your mono-prints tomorrow. Tomorrow students will be working on continuing projects.  |  |

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| **Sponge Activity/Activities** | Finish continuing projects:  Art 10: finishing clay, starting stencilsArt 20: finishing stained glass, continuing on papermaking and lino-cuts. Art 30: individual projects |



Edgar Degas



Degas, The Jet Earring; monotype; 1876-77



Camille Pissarro Vacherie le soir, c. 1890 Monotype in warm black on wove paper sheet



<https://inspirationparachute.files.wordpress.com/2011/04/bill-jacklin.jpg>



Andrew White, Crossing Paths, Monotype



Ian Hopton, Life monotype

<http://www.ianhopton.com/Life_Monotypes/art/Top-right.jpg>



<https://www.flickr.com/photos/janebeharrell/9325458921/>



<http://4.bp.blogspot.com/_Jn64sGT3HXM/TDiLUufTq5I/AAAAAAAAFzg/6e6cZKuaOi8/s1600/birdFlower.jpg>