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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,C  90 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. | | | | | |
| **ASSESSMENTS** | | | | | |
| **Essential Questions:** | | | * How does using a specific medium affect personal expression in an artwork? | | |
| **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? | | |
| **Products/Performances:** | | | * **3 mono prints** | | |
| **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** | |
| **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 | | |  |
| ***Artists of Influence*** | | * Edgar Degas * Camille Pissarro | | |  |
| **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-up  PowerPoint:  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 stencils  Art 20: finishing stained glass, continuing on papermaking and lino-cuts.  Art 30: individual projects |



Edgar Degas



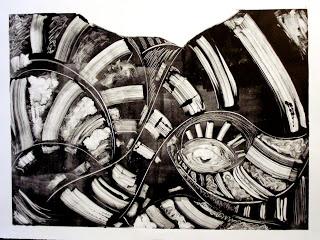
Degas, The Jet Earring; monotype; 1876-77



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>