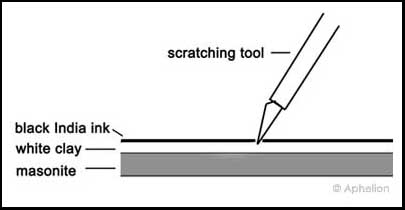
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| **Lesson Title/Focus** | **Sketchbook: Scratch Art** | **Date** | 03/26/2015 |
| **Subject/Grade Level** | Art 10, 20, 30 | **Time Duration** | Blocks A,B,D 90 minutes |
| **Unit** | Sketchbook tasks | **Teacher** | Angela McPeake |

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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.  **Investigate:** Develop and refine drawing skills and styles.  **Art 20:**  **Compositions:** Use non-traditional approaches to create compositions in both two and three dimensions.  **Encounters:** Investigate the impact of technology on the intentions and productions of the artist.  **Art 30:**  **Investigate:** Develop and refine drawing skills and styles.  **Compositions:** Use personal experiences as sources for image making. | | | | |
| **Specific Learning Outcomes:** | **Art 10:**  **Concept B:** The expressive content of drawings is affected by the drawing media selected.  **Concept B:** Tactile qualities of surfaces can be rendered through controlled use of line.  **Art 20:**  **Concept A:** The use of non-traditional media affects the development of a two- or three- dimensional object.  **Concept A:** The adoption of a new medium will effect change in an artist’s work.  **Art 30:**  **Concept B:** Explorations of a technical or creative nature may lead individuals into highly personalized work sessions.  **Concept B:** Planned and spontaneous methods of working are ways of developing visual images. | | | | |
| **LEARNING OBJECTIVES** | | | | | |
| **Students will:**   * Create a drawing on a scratchboard using different scratch tools. * Explore different elements of line, tone, value, shape, movement, texture and space in drawing. | | | | | |
| **ASSESSMENTS** | | | | | |
| **Essential Questions:** | | | * How does using a non-traditional art medium affect your art practice? | | |
| **Key Questions**: | | | * In using a non-traditional drawing medium such as scratchboard, how is it different then using graphite? * What considerations do we need to make when drawing on a scratchboard? | | |
| **Products/Performances:** | | | * 1 scratchboard drawing | | |
| **LEARNING RESOURCES CONSULTED** | | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Art Curriculum: Elementary Teacher Resource 1985 * <http://www.sallymaxwell.com/originals> * <http://www.cathysheeter.com/scratchboard.html> * <http://www.loridunnart.com/First-Bloom.html> * <http://rainboworhidee.deviantart.com/art/Scratch-Art-Self-Portrait-369631565> * <http://www.strangebeaver.com/2012/08/interesting-batman-scratch-art/> * <http://www.deviantart.com/art/Landscape-356246435> * [http://api.ning.com/files/xMNIRqxVc1KGCxSwUoFQsMJlylF0r20USQzmGJ5VcftXw9tHFdiK22tooIzcQBjTJUkq0FPj3uz2Q\*1oZ6SHeg\_\_/IMG\_0608.JPG?width=431&height=600](http://api.ning.com/files/xMNIRqxVc1KGCxSwUoFQsMJlylF0r20USQzmGJ5VcftXw9tHFdiK22tooIzcQBjTJUkq0FPj3uz2Q*1oZ6SHeg__/IMG_0608.JPG?width=431&height=600) * <http://imgkid.com/black-and-white-scratch-art.shtml> | | | | * Scratchboard for each student * Scratching tools * Smart board * ExemplarsPowerPoint | |
| **PROCEDURE** | | | | | |
| ***Prior to lesson*** | | **Materials ready for students, smart board presentation ready** | | | |
| **Introduction** | | | | | **Time** |
| ***Attention Grabber*** | | Scratchboard exemplars on the smart board | | |  |
| ***Assessment of Prior Knowledge*** | | Formative:  \*Hands-up  “Who has done scratchboard art before?”  “What did you like about using this drawing medium?” | | |  |
| ***Advance Organizer/Agenda*** | | 1. Block A: Announcements 2. Scratch art Artists 3. Scratch art demo 4. Work time | | | *90 Minutes* |
| ***Vocabulary*** | | * Line * Tone and value * Shape * Space: foreground, middle ground, background * Movement * Texture * Composition * Scratch board | | |  |
| ***Artists of Influence*** | | * Sally Maxwell * Cathy Sheeter | | |  |
| **Body** | | | | | **Time** |
| ***Learning Activity #1*** | | As a whole group:  Formative assessment “Who has done scratch board before?”  “What is a limitation of this medium?”  How does using scratchboard differ from using graphite?”  \*hands-up  PowerPoint:  What is a scratch board?  -Three layers: masonite board with a layer of white plaster, and the top layer is black India ink.  -Scratching tools are used to remove the black India ink and expose the white plaster. The India ink is scratched off in a series of dots and scratches.  -Variations of tone and value are created through the density of dots/scratches (removed India ink)  -Colored inks can be added to the exposed white clay after the India ink is scratched away  \*The scratch board which we will be using is made of white paper with the black ink over-layer which can be easily removed.  Show examples of scratchboard artists work on the PowerPoint.  -identify how tone and value is created with the use of lines and texture.  -identify that scratchboard can be done simply or become very complex.  Demo:  At the small demo table illustrate how to use the scratchboard:   * Show the different tools which can be used for scratching and their effects. * Note that pushing too hard may rip the paper. * Demonstrate different scratching techniques: cross hatching, dots, line work. * Remove little bits at a time so you don’t make mistakes as easily. * You need to be adaptable when using this medium. You cannot reverse any of the scratches you make so you need to make changes in your plans if you make a mistake. * You can create varying tones according to how much black ink you remove.   Safety:   * The tools are deceivingly sharp so be mindful when using them.   \*the scratchboard is a standard paper size. You can use the paper cutter to size your scratchboard accordingly. Think about sharing the scratchboard with a partner. | | | *15-20 mins* |
| *Teacher Notes: Assessments/ Differentiation* | | Blooms Taxonomy Level:  Type 1: Understanding  -What is scratch board art?  -Tools, materials, and safety.    Formative Assessment:  \*Hands up  “Who has done scratch art before? “  -answering any questions | | |  |
| ***Learning Activity #2*** | | Work time:   * In this work time students are expected to be working on their scratchboards. * When finished students can work on other continuing projects. * Students can make more than one scratch board drawing if they like.   CALL CLEAN UP 10 MINUTES PRIOR TO END OF CLASS | | | *60 mins*  *10 mins* |
| *Teacher Notes: Assessments/ Differentiation* | | Blooms Taxonomy Level:  Type 1: Understanding  -Tools, safety, and materials  Type 2: Applying and Analyzing  -understanding which tools and techniques to use to create desired effects.  Type 3: Creating and Evaluating  -Making a scratch board drawing  \*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:*** | | | “Everyone should be finishing up their scratchboards, tomorrow will be a work period to finish the scratchboards if you do not finish. In this work period you will also have the time to work on your other assignments:  Art 10: finishing clay, starting stencils  Art 20: finishing stained glass, continuing on papermaking and lino-cuts.  Art 30: continuing ongoing projects  We would like to hand in and evaluate the first assignments tomorrow” | |  |
| ***Feedback From Students:*** | | | Who is not done their scratchboard and needs more time to work on it? | |  |
| ***Feedback To Students*** | | | If you’re interested doing more scratch board we can look into making our own scratchboards. | |  |

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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 |





Sally Maxwell  
Running with the Wind



Sally Maxwell

Coral Rose



Cathy Sheeter

Bosque Moonrise

(snow geese)



Cathy Sheeter

Foxy Lady

(Red Fox)



Lori Dunn

First Bloom



<http://rainboworhidee.deviantart.com/art/Scratch-Art-Self-Portrait-369631565>



Eduardo Cortes Trujillo

‘Batman’



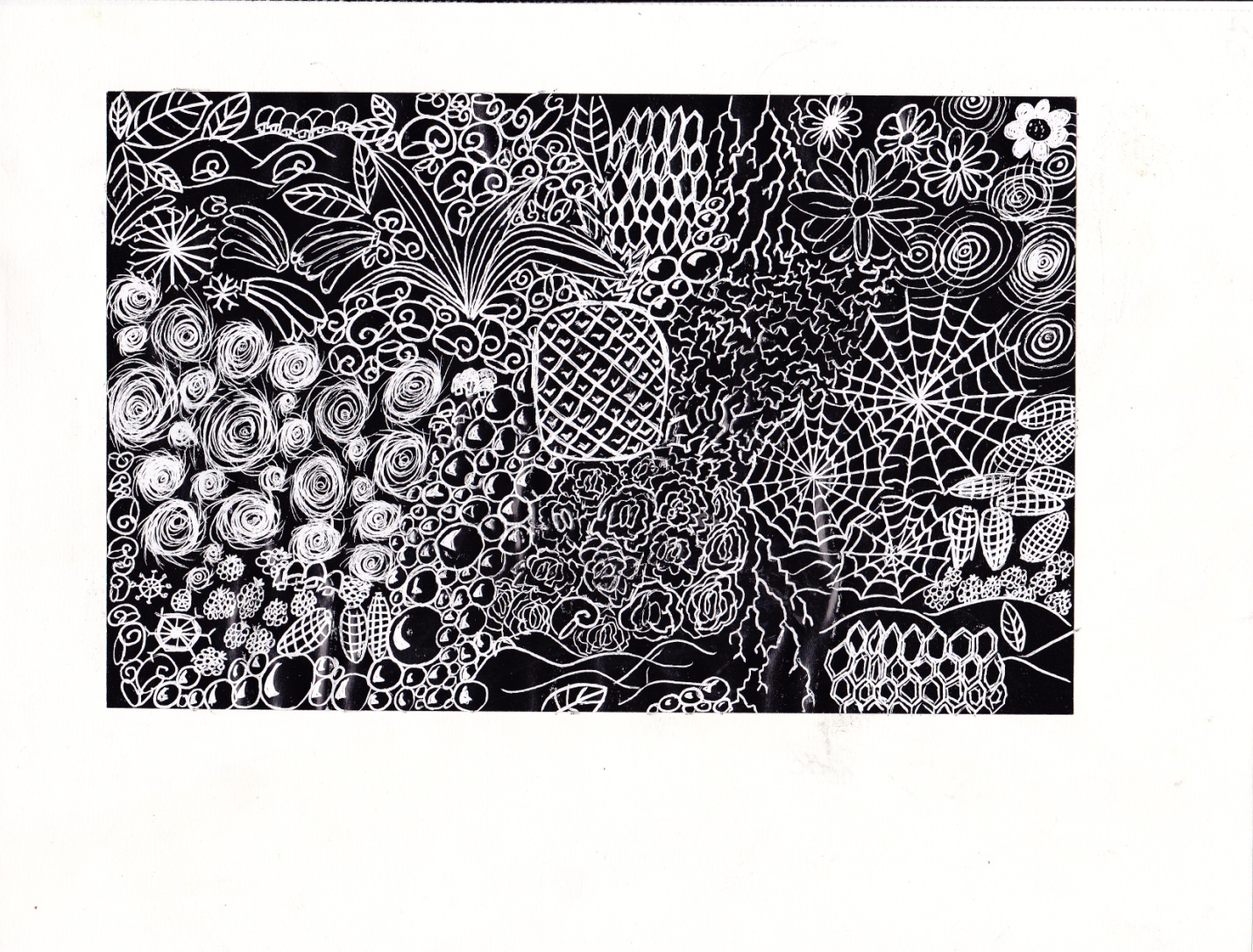
Artist unknown

Landscape

<http://www.deviantart.com/art/Landscape-356246435>



[http://api.ning.com/files/xMNIRqxVc1KGCxSwUoFQsMJlylF0r20USQzmGJ5VcftXw9tHFdiK22tooIzcQBjTJUkq0FPj3uz2Q\*1oZ6SHeg\_\_/IMG\_0608.JPG?width=431&height=600](http://api.ning.com/files/xMNIRqxVc1KGCxSwUoFQsMJlylF0r20USQzmGJ5VcftXw9tHFdiK22tooIzcQBjTJUkq0FPj3uz2Q*1oZ6SHeg__/IMG_0608.JPG?width=431&height=600)



<http://fc07.deviantart.net/fs71/f/2011/126/f/b/school_project___scratch_art_by_coreggio98-d3fqoyv.jpg>



<http://kozmicdreams.com/Teaching/Level%202/Scratchboard/Dragonfly%20Shane.jpg>