

## Service Learning Lesson Plan

Title: Artist Trading Cards  
Spring 2016

Group/Date: Artistic Abilities/

<b>Lesson Idea and Relevance:</b> What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?	<ul style="list-style-type: none"> <li>● Students will learn how to use marbling, collage, and painting to create artist trading cards</li> <li>● Students will explore the concept of making art to share with others.</li> <li>● Students will trade at least 4 of their cards with other students in the class</li> </ul>
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<b>Essential Understanding (s):</b> What are the “big ideas”? What specific understandings about them are desired?to....	<b>Essential Question (s):</b> What provocative questions will foster inquiry, understanding, and transfer of learning?
Part of the beauty of making art is that it can be shared with others.  Mixing materials creates unique outcomes.	How do artists choose which materials to use? How do artists mix materials or techniques? Why do artists choose to share or trade their art? Why do artists collect art?

<b>Outcomes - Students will be able to...</b> What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?	
<b>Students will be able to</b>	
Students will be able to create multiple trading cards. Students will mix different mediums to create small scale individual art pieces. Students will create shaving cream marbling on paper. Students will mix interesting colors in shaving cream to create their own color scheme. Students will make miniature collages using magazines. Students will use acrylic paint to make miniature compositions. Students will mix multiple mediums to create a unique composition. Students will participate in trading artworks with other artists.	

<b>Student Reflective Activity:</b> Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?	<b>Assessment Instrument (s):</b> By what criteria will “performances of understanding” be judged?
Student will participate in-group trading of art with other students. They will learn how to validate their artwork by exchanging it with others. They will collect artworks made by other artists. Hopefully they will find something exciting or inspiring about the other artists’ work.	Before trading students will first describe their collective pieces: Did they have a theme? Were they each individual composition? Did they make one specifically for themselves and others for trading? Did they only focus on one medium or experiment with multiple mediums? Did they try something new or only used known materials?

	<p>Once trading is done:          Students will choose two cards that are their favorites.          What did they like about the card?          Where were the elements in the card that resonated with them?</p>
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**Pre-assessment:** How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

The teachers will begin by asking the class if they know what trading cards are.  
 They will then ask if they collect them. Teachers will ask what type of trading cards exists.  
 Can we trade art?  
 Teachers will ask what shaving cream can be used for? Can we create something with shaving cream?  
 Teachers will ask what magazines can be used for (besides reading).  
 Can all these materials be used to create unique trading cards?

<p><b>Motivation:</b> How will you hook all students and hold their interest?</p>	<p><b>Ideation:</b> How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?</p>
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Teachers will motivate students by telling them they will leave class knowing someone will collect their art and they will collect new pieces by other artists.

Teachers will demonstrate how shaving cream can create colorful patterns, and how collage or paint can be used to enhance a piece.

- Teachers will drop food coloring into shaving cream and ask students what will happen if we mix it around?
- Teachers will press paper onto cream and show how the cream has stuck to the paper.
- Teacher will show how by wiping off the excess cream you can reveal an interesting pattern of colors and movement.

Teachers will then demonstrate what can happen if you begin mixing multiple materials.

- What happened if we add magazine pictures to our background?
- Can we add more materials?
- Can we add paint?
- Teachers will display multiple variations of personal pieces they have created. Some with two materials some with all.

Midway between making their cards they will present unique ways they have mixed materials. They will identify what has worked and what hasn't.

**Procedures:** How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to

- Greet students; make them feel welcome by asking about their day.
- Teachers will re-introduce themselves by reminding the class of their names.
- Teachers will ask students what trading cards are and if they have used them?
- Teachers will ask what type of trading cards there are
  1. Baseball cards
  2. Pokemon cards
  3. Magic the Gathering Cards
- Teachers will present their trading cards and demonstrate trading with each other.
- Teachers will talk about collecting art, and exchanging your art
- Teachers will present some techniques that can be used to create trading cards
  
- Teachers will ask students what shaving cream is used for. Can it be used to create art?
- Teachers will ask students what is collage? What are some characteristics of collage ?
- Teachers will demonstrate marbling with shaving cream by spraying cream in a tray, adding food coloring, and dipping their paper. They will let the paper sit for three minutes and then wipe off excess cream. Blow dryers can be used to speed up drying process.
- Teachers will demonstrate collaging with magazines by cutting out multiple images and glueing them onto a postcard.
- Teachers will demonstrate how to create a central focus in collage and add items to support that central theme.
- Teachers will demonstrate acrylic painting by adding paint to collaged postcards.
- Teachers will demonstrate how all of these materials can be used together by adding different materials to marbled cards or collage cards.
  
- Students will be given 5 postcards.
- They will chose which material they want to work with first.
- About 30 minutes into working with materials they will share what they have discovered.
- Students will continue working.
  
- 30 minutes before the end of class they will do a light clean up.
- Students will write the following in the back of their cards
  - Name:
  - Date:
  - Title (optional)
  - Location ( i.e. Artistic Abilities, Fort Collins, Colorado )
  
- Students will begin trading by going around and exchanging cards with other students.
- At the end of class students will pick their two favorite cards that they received and describe what they like about each piece.

**Materials and Resources:** What is needed to complete the learning plan? List materials and resources in a bulleted format.

Marbling

- Shaving cream
- Food coloring
- Trays
- Squeegee
- Blow Dryers
- Toothpicks
- Wax Paper

Collage

- Magazines
- Scissors
- Glue sticks or elmers glue
- Colored paper

Painting

- Acrylic paint
- Paper plates
- paint brushes
- Water cups

Other

- at least 65 Postcard size papers
- pencils and pens

**Preparation and Safety:** What do you need to prepare for this experience? What safety issues need to be addressed? List steps of preparation and safety in a bulleted format.

Paper will be cut to postcard size before class

3 Trays will be put out for marbling on table 1

Food coloring and toothpicks will also be put out on table 1

Blow dryers will be available for drying on table 2

Squeegees and wax paper will put out on table 2

Magazines will be spread out on two tables a long with scissors and glue on tables 3 and 4

Acrylic paints, palettes, brushes and water cups will be put on tables 5 and 6.

**Accommodations:** How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?

Gloves will be available for students who do not want to get their hands dirty.  
Wood blocks will be available for Camden to use if he begins to wander.  
A cover will be put over the looms  
The altered books will be moved or covered to avoid distraction.

Resources:

Marbling <https://youtu.be/D6dfkTIqCqo>

Artist trading cards : <http://www.atcsforall.com/>

## Understanding the plan...

### Stage 1 – Desired Results

- Relevance - What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?
- Essential Understanding(s) - What are the “big ideas”? What specific understandings about them are desired? What misunderstandings are predictable? (Reflect and Transfer)
- Essential Question(s) - What provocative questions will foster inquiry, understanding, and transfer of learning? (Reflect and Transfer)
- Outcomes (objectives): What will students know and be able to do? What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches? (Comprehend and Create)

### Stage 2 – Assessment Evidence

- Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? (Comprehend, Reflect, Create, Transfer)
- Teacher-centered Assessment (instrument): By what criteria will “performances of understanding” be judged? What evidence (e.g. quizzes, tests, academic prompts, observations, products/artwork, sketchbooks, journals, etc.) will students demonstrate achievement of the desired results?

### Stage 3 – Learning Plan

W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

(Comprehend)

H = hook all students and hold their interest? (Reflect and Create)

E = equip students, help them experience the key ideas, and explore the issues to

generate ideas for their artwork? (Create)

R = provide opportunities to rethink and revise their understandings and work? (Reflect

and Transfer)

E = allow students to evaluate their work and its implications? (Reflect)

T = be tailored (personalized) to the different needs, interests, abilities of learners

O = be organized to maximize initial and sustained engagement as well as effective learning?