

Service Learning Lesson Plan

Title: Collagraph printing & book binding Group/Date: Artistic Abilities/ Spring 2016

<p>Lesson Idea and 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?</p>	<ul style="list-style-type: none"> ● Students will spend this final class printing their collagraph plates and binding books that document their artwork they've created throughout the class. ● Students will explore how texture in the collagraph plate translates to a print. ● Students will create a collage/self-portrait, exploring different ways to express themselves on paper
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<p>Essential Understanding (s): What are the "big ideas"? What specific understandings about them are desired?</p>	<p>Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?</p>
<p>Creating a collection of art shows artist's ideas and progression of thinking and making over time.</p>	<p>Why and how do artists collect and organize their artwork?</p> <p>Why do artists keep past artwork?</p>

<p>Outcomes - Students will be able to...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?</p>
<p>Students will be able to</p>
<p>Students will be able to bind books using paper they created</p> <p>Students will be able to construct books out of their various art creations</p> <p>Students will be able to create small scale collagraph prints</p> <p>Students will be able to demonstrate the two part collagraph process</p> <p>Students will be able to create collages/self-portraits of themselves using 2-D materials</p>

<p>Student Reflective Activity: Through what authentic</p>	<p>Assessment Instrument (s): By what criteria will</p>
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<p>performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?</p>	<p>“performances of understanding” be judged?</p>
<p>After students have finished printing their collagraphs and binding their books, students will walk around the classroom and look at other classmates books. Students must give feedback on the other students work. Students will sign the back of book to prove they have checked it out.</p>	<p>Students will be assessed on collagraphs by analyzing the print. If print is readable it means the students paid attention to how to properly choose materials that be run through a printing press.</p>

<p>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)?</p>
<p>We will remind the students of the demo from the previous week on how the printing press will operate and create a schedule for using the press, with one student on each of the two presses and rotating every ten minutes.</p> <p>Since this is the last class we will conclude with binding our books which can include any of the work students have created over the course of the class including their tissue paper exploration, marbling, collages, and texture and collagraph works as well as portraits that we have taken of each student and will have printed out prior to class. If time allots, students will also have the opportunity to create their own self portrait using markers, colored pencils, magazines, and crayons. This handmade self portrait will then be signed by the artist and go in the back of the book - all students can sign on the last page as well.</p>

<p>Motivation: How will you hook all students and hold their interest?</p>	<p>Ideation: How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?</p>
<ul style="list-style-type: none"> • Showing a completed book and expressing the joy of having a collection of your artwork in one place. • Ask the students to look back at their work from the beginning of class and ask them if they feel like their creative abilities have grown. • Students will create an “autograph page” at the end of the book where all the students can sign to signify the amount of peers that have analyzed their work. The more signatures the more people you have shared your artwork with. . 	<ul style="list-style-type: none"> • Show a completed book and a finished collagraph print so students have an understanding of the final project.

<p>Procedures: How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy?</p>

Schedule: short 5 minute introduction

Will have a schedule on the board outlining the night

Will have sign up time slots to sign up for printing and bookbinding.

Teachers will briefly go over the printing process and introduce the self-portrait tables

1. How to ink a collagraph
2. How to pass through the press
3. How to dry work

4. How to draw on plexi glass

5. How to prepare paper for printing

Students will begin working according to their assigned station time (printing/binding)

After a student has finished printing their collagraph they will begin organizing their book and punching holes according to their chosen format (portrait/landscape)

Once a student is finished with their book they will connect with other finished students to check out each others books.

Students will sign the backs of books as proof of their peer review.

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

Book binding:

- hand made paper
- hole punch
- string/ twine
- gather students previous work

Collage/self portrait

- glue sticks
- magazines
- scissors
- paper
- Markers

Collagraph

- paper to print on
- plate
- ink or paint

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.

- Safety: will have two teachers operating the press at all times, to make sure that students are safe. Teachers will operate the press with the help of the students
- Preparation:
 - will cut paper for collagraph and printing
 - Will three hole punch the paper for book making
 - Will prepare a final collagraph print and a final bound book
 - Will prepare string and binding materials
 - Will put out magazines and other collage materials
 - will print out photos of each student as well as a class/group photo for students to put in their books
 - will complete a book to demonstrate to class

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)?

Schedules will be displayed on board to help students understand where they need to be

Touching from student will be kept at a minimum - one hug at the beginning and one hug at the end of the night.

Breathing exercises and reminders of schedule will be given to Camden if he begins to get overexcited

All teachers will take turns helping with Camden when necessary.

Teachers will “check-in” with Judy at the beginning of class.

Magazines will be available for Jared if necessary

Will redirect Ashley when she begins to distract Camden and remind her that she needs to focus on her own work.

Will make sure Camden is respectful of other student’s space and will schedule him with students that work well with him

Are you making any accommodations to your teaching and expectations for outcomes (art work)? That should be described here.

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?