

## Printmaking Unit Middle School

<b>Time Frame:</b> Feb-March 2020	<b>Assessment:</b> Students will create a plate for printmaking and create a zentangle background for their prints.

### Learning Process

#	Title	Objective(s)	Lesson Activities	Assessment	Materials
1	Introduce lesson, demo cutting and exploring, demo gluing, demo printmaking	-Students will cut and glue their plates for printmaking using tag board(initial stage , preliminary step?)	<p><b>Blue Print for the Arts</b></p> <ul style="list-style-type: none"> <li><b>Art Making:</b> Through close observation and sustained investigation, students develop individual and global perspectives on art; utilize the principles of art; solve design problems; and explore perspective, scale, and point of view (as it pertains to print making ?).</li> </ul> <p><b>Learning Target:</b> I can create a plate for printmaking using a theme of my choice</p> <p><b>I do-</b> Demo printmaking, cutting and gluing of plate</p> <p><b>You do-</b> Students will cut out tag board and explore shapes together to create a plate. They will then begin gluing together their plates for printmaking</p> <p><b>Share-</b> Students will( self assess) and then peer assess. Students will have the opportunity to walk around and comment on others' designs( using the rubric / checklist to peer assess )</p> <p><b>Assessment-</b> (using a checklist I will mark whether Students have selected a theme and have glued their pieces to printmaking plate in accordance with the theme of their choice. ) Are students able to self reflect and peer reflect / identify strengths and next steps as it pertains to print making</p>	<b>Assessment-</b> <b>Students will begin gluing their printmaking plate using a theme of their choice.</b>	-Paper -scissors -glue -Sample

## Learning Process

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2	Adding details to plate/ printmaking	-Students will be able to add details to their plate or design their zentangle backgrounds/ they will begin printmaking their plates	<p><b>Blue Print for the Arts</b></p> <ul style="list-style-type: none"> <li><b>Art Making:</b> Through close observation and sustained investigation, students develop individual and global perspectives on art; utilize the principles of art; solve design problems; and explore perspective, scale, and point of view</li> </ul> <p><b>Learning Target:</b> I can finish my printmaking plate by adding details and layers to my piece. I can begin printmaking.</p> <p><b>I do-</b>Using the overhead projector/ camera, I will display and review the print making steps with the coinciding image.</p> <p>These images will reflect the five steps that they need to accomplish in order to complete their printmaking project.</p> <p>Through thinking out loud I will model adding multiple layers of details on to my plate. Now that my plate is complete, I will model the steps for printmaking that are reflected on the projector.</p> <p>Following the next step I will show how to use the zentangle reference sheet to generate ideas to help add designs to my background.</p> <p>Lastly, I will model how to use the rubric to assess my progress and my product.</p> <p><b>You do-</b> Students will add details and layers to their plate through cutting and gluing.</p>	<p><b>Assessment-</b>  <b>Using a checklist, I will circulate around the room and confer with the tables and individual artists to determine...</b></p> <p><b>*Are students able to add details and layered pieces appropriately to their finish plate for printmaking?</b></p> <p><b>*Are students able to create contrasting zentangle backgrounds?</b></p> <p><b>*Are students able to self and peer reflect using the rubric /checklist.</b></p>	<p>-Paper  -scissors  -glue  -Printmaking materials.  -Sample of finished product</p> <p><b>Supports</b>  <u>Rubrics</u> ( located at each table)The rubric will also act as a sequence of steps so that the artists are aware of their final destination(end product) and what needs to get accomplished to arrive there.  <u>-Print making Steps</u> ( located at each table)  <u>-Zentangle idea generating reference sheet</u> ( per student)</p>

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#	Title	Objective(s)	Lesson Activities	Assessment	Materials
3	Zentangle background	-Students will be able to create a zentangle background for their prints	<p><b>Blue Print for the Arts</b></p> <ul style="list-style-type: none"> <li>- <b>Art Making:</b> Through close observation and sustained investigation, students develop individual and global perspectives on art; utilize the principles of art; solve design problems; and explore perspective, scale, and point of view( as it pertains specifically to the designing a contrasting background to the print)</li> </ul> <p><b>Learning Target:</b> I can( explain what a zen tangle design is and create a zen tangle background that contrasts to my print)</p> <p><b>Ido-Using</b> the overhead projector / camera I will model how to create zentangle designs</p> <p><b>Assessment-</b> Will students be able to draw their zentangle designs that contrasts to their prints for their background in accordance with the model or expectations?</p> <p>Will students be able to sled and peer reflect using the rubric / checklist ?</p>	<p><b>Assessment-</b></p> <p><b>Students will begin drawing their zentangle designs for their background ( see to the left )</b></p>	-printmaking plate -sharpie -pencil -ruler







