

Unit Plan: 5 Lessons
Printmaking & Papermaking
By: Angela McPeake

Art 20: Lino-prints on Handmade Paper

Included in this Unit:

1. Papermaking
2. Compositional Study
3. Lino-cut & Lino-print
4. Digital Documentation
5. Digital Art Portfolios

Established Goals	TRANSFER GOAL	
<p>Students will:</p> <ul style="list-style-type: none"> GLO 1: Acquire a repertoire of visual skills useful for the comprehension of different art forms. GLO 2: Explore a personal selection of expressions. GLO 3: Demonstrate control over various components of compositions. GLO 4: Use the vocabulary and techniques of art criticism to interpret and evaluate both their own works and the works of others. GLO 5: Investigate the impact of technology on the intentions and productions of the artist. 	<p>Students will understand the process of creating handmade paper and lino-cut printmaking. Students will explore ideas of composition within an image and materials. Students will understand how to digitally document artwork and how to develop a online art portfolio.</p>	
	MEANING	
	<p>Enduring Understandings:</p> <p>Students will understand that...</p> <p>U1 – the relationship between materials and composition play an important role in the cohesion of an artwork.</p> <p>U2 – Critiques are an important part of the process in understanding one’s own and other’s artwork.</p> <p>U3— Online art portfolios are a professional means of digitally preserving, documenting, and showing artwork for educational and employment purpose.</p>	<p>Essential Questions:</p> <p>Students will keep considering...</p> <p>Q 1 – When considering the medium of an artwork what considerations should be made regarding the elements of art and the interaction of materials among a final composition?</p> <p>Q2— What are the benefits and insights we can gain from critiquing our own artwork and other artists work?</p> <p>Q3— How has current technology changed the way artist can document and share artwork?</p>

ACQUISITION OF KNOWLEDGE & SKILLS

Students will know...

- Understand and apply how to create wanted effects within an artwork with the consideration of materials, mediums, compositions, techniques, and use of tools.
- Understand the benefits of digital documentation of artwork and online professional art portfolios

Students will be skilled at...

1. Throughout history a wide range of media and techniques have been used to make art
2. Personally selected themes can provide images for expressive drawing investigations.
3. An important aim of the artist is to develop compositional skills
4. Discussing the compositional relationships and effectiveness of components is part of learning to interpret one's own artwork.
5. Identifying similarities in artworks can enhance interpretive discussions of concerns, themes, subjects or treatments
6. Technology has an impact on the artist's role in modern society.

Evaluative Criteria	Assessment Evidence
<p>Performance is judged in terms of –</p> <p>Formative Assessment</p> <p>Summative Assessment</p>	<p>Students will need to show their learning by:</p> <p>Showing their understanding and knowledge through craftsmanship and exploration of materials, self-expression and use of techniques and tools within papermaking, lino-cut, lino-print, digital documentation, and creating an online art portfolio.</p>
<p>Formative Assessment:</p> <ul style="list-style-type: none"> * Observation * Pre-Assessment * 1:1 Conference * Compositional studies and drafts * Checklists * Exit slips <p>Summative Assessment:</p> <ul style="list-style-type: none"> * Checklist * Rubric * Exit Slip 	<p>Transfer Task:</p> <p>Students will show their learning by creating a lino-cut and lino- print on handmade paper. Students will digitally document their work and create an online digital art portfolio.</p>

Rational

In this unit plan I will mainly be using traditional technology as the students will be focused on creating lino-cut prints on handmade paper. Lino-cut printmaking will allow the student to explore the quality and elements of creating line, shape, movement, texture, and color through the step by step process. This printmaking technique is intended to engage the student in thinking about the basic qualities and elements of art and for the students to reflect on craftsmanship and ownership in their artworks. Within this lesson I will compare traditional technology to newer digital technology; a comparison can be made between a handmade ink print and a computer generated print. In addition to the use of traditional media, I have chosen to use new digital forms to document the student's final product of their lino-cut prints. The classroom is equipped with two desktop computers, digital cameras, and backdrops for photographing artwork. I have made the decision to integrate technology into my lesson as a means of documentation. I think this is an important focus to make on the lesson because it introduces the students to new ways of organization and creating professional portfolios. In this lesson students will be creating online art portfolios using the website builder, Weebly. By creating this online art portfolio the students will gain the skills to create a website, and understand the benefits associated with digital documentation.

I have not included any stereotypical or gender based content in this unit. The purpose of this unit is for the students to explore the techniques and materials used in paper making, lino-cut, lino-print, and digital documentation. Within developing these technical skills I intend for the students to explore and generate work from their personal interests. I have left the guidelines open for what the students choose to create in their lino-prints, and what recycled materials they choose to create their paper with. The artists I will be covering in this unit do not exhibit stereotypical or gender issues in their works. There will not be restrictions on students including stereotypes or gender focus within their works, but it will a topic touched on during critique and discussion among the class, should these topics arise.

Within this unit I will include a brief history of the origin of papermaking and artists who have been influenced by this process. Papermaking is derived from nature and natural materials which makes a connection to how papermaking would vary according to different regions and cultures. I intend for the students to explore and think about how this influences their choices in creating their paper. This also connects to the content of the lino-cut they will be creating do print on their paper. I will highlight artists of different culture in the printmaking lesson. I will be looking at aboriginal artists who explore cultural content and how that connects to their personal beliefs and values. The shape, color, and line within some of the aboriginal works I will explore with the students will display different methods of style and expression within the prints. This focus is intended

to demonstrate the personal expression an individual reflects within their work according to culture, beliefs, and values.

The students I will be teaching all range in socioeconomic backgrounds, from high to low. This unit does not target any specific social groups. Throughout this unit the students will be asked to show their personal feelings, values, and beliefs through their art work. This can be done throughout specific content which stems and reflects their socioeconomic backgrounds. This may lead into interesting discussion throughout the critique process. It is important for the students to understand the content within their work and whether it does reflect specific qualities about themselves. Emotional connections are also derived from the choice of content the students will be illustrating within their lino-cut prints and their handmade paper. I believe the students will explore the emotional connections between their work and their peers work associated to culture, beliefs, values, and personal experience. For this reason I have left the students choice of content up to them. Within lino-cut prints the students will be able to display feeling and emotion using line, colour, texture, and composition. All of these elements are essential to the student's final work and I feel they will best be explored through peer and self- reflection. In the instance that students are having difficulty finding a personal theme they would like to explore in their papermaking and/or lino-cut, they will be encouraged to investigate different methods of creating the paper that are visually appealing and how different line, colour, texture contribute to the overall composition of an artwork. I encourage the students to produce multiple test prints of their lino-cut before printing it on their handmade paper. In this process the students will be able to make changes within their cut to adapt the composition.

All areas of this unit include aspects of 21st century learning. This unit includes communication through personal expression in the student's artwork and also between the student and their peers. I have highlighted collaboration along the process of this unit beginning with papermaking. The students will have the opportunity to work together in creating the formula of their paper and how they can make the paper cohesive with the content of their lino-cut print. This also involves critical thinking and creativity in how the student will approach their work and resolve their outcome. I will be encouraging critical thinking regarding the final products in the form of one on one discussions and a final inclusive classroom critique. The student's self-expression through the papermaking process and the lino-cut prints will engage thinking regarding the competencies of social responsibilities including cultural, global, and environmental awareness. This will also be included in the critique discussions. This unit also includes digital citizenship, as the students will be required to document their artworks by creating online professional portfolios. I believe the students will see the value of online portfolios in relation to

convenience, preservation of work, and for the use in future education and employment. A combination of all these competencies will reflect the student's lifelong learning.

Unit Summary:

Unit: Papermaking and Printmaking

Grade: Art 20

*This unit is disciplinary as the students are gaining skills and understanding through specific practice of papermaking, printmaking, compositional studies, critique, and digital documentation.

GLO's/SLO's:

ENCOUNTERS

1. Impact of images: Acquire a repertoire of visual skills useful for the comprehension of different art forms

- Concept C. Throughout history a wide range of media and techniques have been used to make art

2. Transformations Through Time: Investigate the impact of technology on the intentions and productions of the artist.

- Concept B. Technology has an impact on the artist's role in modern society.

DRAWINGS

3. Communicate: Explore a personal selection of expressions.

- Concept A. Personally selected themes can provide images for expressive drawing investigations.

4. Articulate and Evaluate: Use the vocabulary and techniques of art criticism to interpret and evaluate both their own works and the work of others.

- Concept A. Understanding styles or artistic movements related to visual studies is part of developing critical abilities.
- Concept B. Discussing the compositional relationships and effectiveness of components is part of learning to interpret one's own artwork.
- Concept C. Identifying similarities in artworks can enhance interpretive discussions of concerns, themes, subjects or treatments

COMPOSITIONS

5. Organization: Demonstrate control over various components of compositions

- Concept B. An important aim of the artist is to develop compositional skills

Materials and Main ideas:

1. Papermaking: We will look at the history of paper making and using recycled items to create a functional object (paper):
 - Plants, seeds, cardboard, recycled paper, and other found items. Paper mold, bin, water, felt sheets, sponge, blender.
2. Compositional studies: We will investigate different ways to create a composition:
 - Post-it notes, pencils or pens, sketchbooks.
3. Lino-cut & Lino-print: We will be using different tools and techniques to create a lino-print on handmade paper.
 - Linoleum, carving tools, print ink (water based if available to quicken drying time), Brayer, rubbing tools such as a barren or wooden spoon, scrap paper, handmade paper.
4. Digital Documentation & Online Art Portfolios: We will photograph our artwork and create an online art portfolio to showcase the work.
 - Computer, digital camera, plinth, backdrop, tripod, adjustable lighting.

Skills and Concepts:

We will be working up step by step in the process of creating lino-prints. Each step of papermaking, compositional studies, lino-cut, and lino-print will be given their own focus. This will allow the student to develop skills, techniques, and ideas focused in these specific areas. Through a group critique students will be able to self-reflect and demonstrate their findings and understandings of the process.

Artists:

1. Papermaking:
 - a. Michelle Brody
 - b. Elaine Cooper
2. Lino-cut Prints:
 - a. Matisse

- b. Picasso
- c. Hidalgo Arnera
- d. Stanley Donwood
- e. Burn Bjoern
- f. Mark Hearld
- g. Ann Lewis
- h. Rachel Newling
- i. Norval Morrisseau (Silk screen)

Lesson Summaries

Lesson 1: Handmade paper

- We will look at the history of papermaking and investigate handmade paper versus manufactured paper. Students will create their own handmade paper by making considerations of recycled material, living material, natural material.

Lesson 2: Compositional Studies & Lino-cut

- We will explore the means of composition within an artwork and students will create a series of compositional studies which will influence their final sketch for their lino-cut. Students will create a lino-cut using a variety of carving tools.

Lesson 3: Lino-Print

- Students will create a relief print on their handmade paper using their lino-cut from the previous lesson. We will apply techniques and tools used in printmaking.

Lesson 4: Critique

- Students will explore effective questions to critique an artwork and apply their understanding to a group critique of the lino-prints on handmade paper. Students will self-reflect and draw insights from the critique to write a brief reflection on their lino-prints.

Lesson 5: Digital Documentation & Online Digital Art Portfolios

- In this lesson, students will digitally document their artwork. They will understand and apply how to take a high quality photograph of their artwork. Students will then create an online digital art portfolio and showcase the photograph of their lino-cut along with their brief reflection from the critique.

Lesson Title/Focus	Lesson 1: Papermaking	Date	03/09/2015
Subject/Grade Level	Art 11	Time Duration	90 minutes
Unit	Papermaking and Printmaking	Teacher	Angela McPeake

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

General Learning Outcomes :	Impact of images: Acquire a repertoire of visual skills useful for the comprehension of different art forms
Specific Learning Outcomes :	Concept C. Throughout history a wide range of media and techniques have been used to make art

LEARNING OBJECTIVES

Students will:

- 1) Compare handmade paper to manufactured paper
- 2) Identify benefits of creating using homemade paper for works of art

ASSESSMENTS

Essential Questions:	<ul style="list-style-type: none"> • What is the benefit of using homemade paper compared to manufactured? • What qualities or characteristics are different within handmade paper?
Key Questions:	<ul style="list-style-type: none"> ➤ Where did paper originate? ➤ What were two different ways that paper was made throughout history? ➤ What materials can be used in paper making? ➤ What is the process of paper making?

Products/Performances:	Handmade paper	
LEARNING RESOURCES CONSULTED		MATERIALS AND EQUIPMENT
<ul style="list-style-type: none"> • Alberta Art Curriculum: Elementary Teacher Resource 1985 • www.hqpapermaker.com/paper-history/ • http://www.instructables.com/id/How-To-Make-Hamdmade-Paper/step4/Method-Part-3/ 	<ul style="list-style-type: none"> * Paper * Water * Seeds * Recycled Materials * Container/Bin * Paper Mold * Felt Sheets * Sponge * Blender 	
PROCEDURE		
Prior to lesson	Hand out materials ready for distribution	
	Introduction	Time
Attention Grabber	Exemplar sheets of handmade paper to pass around	
Assessment of Prior Knowledge	Pre-Assessment: This will be in the form of a survey. I will be asking the students for their previous knowledge and experience in papermaking, composition, lino-prints, digital documentation, and online art portfolios.	10 Mins
Introduction	<p>“We are making handmade paper to later print our lino-cuts on. We are going to look into the different elements and considerations for papermaking.”</p> <p>*Introduce papermaking artists</p>	
Advance Organizer/Agenda	<ol style="list-style-type: none"> 1. Pre-Assessment 2. History of papermaking/ Artists 3. Introduce Assignment: lino-print on handmade paper 4. Papermaking Demo 5. Free work period 	
Vocabulary	<ul style="list-style-type: none"> • Pulp • Interweaving • Manmade materials • Living materials 	

	<ul style="list-style-type: none"> Natural Materials 	
<i>Artists of Influence</i>	<ul style="list-style-type: none"> Michelle Brody Elaine Cooper 	
Body		Time
<i>Learning Activity #1</i>	<p><u>History of Papermaking</u></p> <ul style="list-style-type: none"> * Begin with a powerpoint of images of homemade paper and the papermaking process. Present Information to Students * Originated in Europe, 3000 BC * Using marsh grass known as Cyperous Papyrus the Egyptians cut thin strips from the plant's stem and softened them in the Nile river. They Layered the strips in right angles forming a kind of mat then pounded it into a thing sheet and left it in the sun to dry. The result was a sheet that they were able to write upon. * The word "paper" comes from the papyrus plant that this original paper was made from * This paper was more like a mat and therefore not like the paper we think of today * Paper as we now know it originated in China. Using a wide variety of materials and a process of softening fibers of plants in liquid until each filament was separated, the Chinese refined the process of creating paper. The individual fibers were then mixed with water in a large vat. A screen was then submerged in the vat and lifted up through the water, catching the fibers on the surface. Once dry, there was a thin layer of intertwined fiber that has come to be known as paper. <p><u>Class Discussion:</u></p> <ul style="list-style-type: none"> * Discuss and compare Michele Brody and Elaine Coopers approaches to paper making * How does homemade paper compare to manufactured paper? * Describe some of the characteristics * What are some of the benefits of making your own paper? * What are some materials that you could add to your paper? * Ask for any other questions. 	<i>15 mins</i>

<p><i>Teacher Notes: Assessments/ Differentiation</i></p>	<p><u>Blooms Taxonomy Level:</u></p> <p>Type 1: Understanding - History of Papermaking</p> <p>Type 2: Applying, Analyzing -Class Discussion</p> <p>*Questions answered and input in discussion will reflect learning and understanding</p>	
<p><i>Learning Activity #2</i></p>	<p><u>Papermaking Demo</u></p> <p>* Demo at one of the work tables, students form semi circle around to observe.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> *Recycled paper (choice of color), * natural materials, * live materials, *white glue, *3 gallons warm water, * container to hold mater and fit mold, *mold to make paper, *felt sheets, * sponge, * blender. <ol style="list-style-type: none"> 1. Heat three gallons of water until warm but not hot 2. Rip paper into small squares, add half of the paper to the blender with five cups of water. Let it stand for one or two minutes before processing. Mix in the blender for one minute. Deposit the mix in the container 3. Do the same with the remaining sheets of paper 4. If you want, you can mix the two sheets of white paper, this will make for a smoother colour 5. Mix everything together in the container—Water, glue and paper pulp. 6. Add another four cups of warm water and mix well, you should have a fine pulp of paper 7. Submerge mold in pulp, the pulp should form a fine film over the screen sheet. You can keep 	<p><i>10 mins</i></p>

	<p>adding more water if you think it is still too thick. The consistency should be soupy. You won't necessarily use all 3 gallons of water</p> <ol style="list-style-type: none"> 8. Submerge the mold completely in the pulp, then pull the mold up 9. Let the excess water drain 10. The paper pulp settles in the mold, immediately after straining the excess water put mold with pulp facing down on top of the felt sheet <ul style="list-style-type: none"> * Press with the sponge to remove any remaining excess water. DO that until no more water comes out * Start pulling the mold from the felt sheet slowly, your paper should peel off completely from the screen sheet * Once it is on the felt sheet let it dry, it takes about two days to dry completely * Question period for students to ask anything they did not understand or need clarification on 	
<p><i>Teacher Notes: Assessments/ Differentiation</i></p>	<p>Blooms Taxonomy Level: Type 3: Applying -Demo</p> <p>*Students will display understanding of the process when creating their own paper</p>	
<p>Learning Activity #3</p>	<p>Creating the paper:</p> <ul style="list-style-type: none"> * Students will pre-determine the materials they wish to use in their paper according to the content or subject matter they will be focusing on in their lino-print. * Students will work alone or in small groups as they are ready to make their paper. * Handouts of papermaking steps will be handed out for reference * I will be assisting students in developing ideas, and any technical help needed in making the paper. 	<p>25 mins</p>

<p><i>Teacher Notes: Assessments/ Differentiation</i></p>	<p>Blooms Taxonomy Level:</p> <p>Type 2: Applying -Students will apply knowledge of how to make paper</p> <p>Type 3: Creating -Students will create a unique paper using a variety of materials</p> <p>Assessment:</p> <ul style="list-style-type: none"> * Summative: Checklist— -completion and considerations made 	
Closure		Time
<p><i>Consolidation of Learning:</i></p>	<p>“Today we learned how paper has been historically made. We discussed the advantages of making your own paper and how an artwork can be affected by handmade versus manufactured paper.”</p>	
<p><i>Feedback From Students:</i></p>	<p>Exit Slip:</p> <ul style="list-style-type: none"> * What did you add to your paper, and why? * Formative assessment 	
<p><i>Feedback To Students</i></p>	<ul style="list-style-type: none"> * Verbal feedback throughout process * Answers to questions asked in both discussion and question periods 	

<p>Sponge Activity/Activities</p>	<p>Sketchbook activities</p> <p>Other continuing projects</p>
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Papermaking Instructions:

Materials:

- *Recycled paper (choice of color),
- * natural materials,
- * live materials,
- *white glue,
- *3 gallons warm water,
- * container to hold mater and fit mold,
- *mold to make paper,
- *felt sheets,
- * sponge,
- * blender.

1. Heat three gallons of water until warm but not hot
2. Rip paper into small squares, add half of the paper to the blender with five cups of water.
3. Let it stand for one or two minutes before processing. Mix in the blender for one minute.
4. Deposit the mix in the container
5. Do the same with the remaining sheets of paper
 - If you want, you can mix the two sheets of white paper, this will make for a smoother colour
6. Mix everything together in the container—Water, glue and paper pulp.
 - Add another four cups of warm water and mix well, you should have a fine pulp of paper
7. Submerge mold in pulp, the pulp should form a fine film over the screen sheet. You can keep adding more water if you think it is still too thick. The consistency should be soupy.
 - You won't necessarily use all 3 gallons of water
8. Submerge the mold completely in the pulp, then pull the mold up
 - Let the excess water drain
9. Once the paper pulp settles in the mold, Immediately after straining the excess water put mold with pulp facing down on top of the felt sheet
 - Press with the sponge to remove any remaining excess water. DO that until no more water comes out
10. Start pulling the mold from the felt sheet slowly, your paper should peel off completely from the screen sheet
 - Once it is on the felt sheet let it dry, it takes about two days to dry completely

Pre- Assessment:

Let me get to know you!

Your Name: _____

Your hobbies and interests: _____

A favourite book and/or movie: _____

Your favourite art medium(s) (paint, graphite, clay, etc): _____

Background Knowledge:

Do you have experience in:

_____ Papermaking

_____ Lino- print

_____ Critique

_____ Digitally documenting artwork

_____ Creating online art portfolios

Your definition of composition:

Weighing 20% of total unit grade

Papermaking Checklist:

Name: _____

In your sheet of paper did you include:

___ **Color**

What color _____

___ **Texture**

A lot or A little? _____

___ **Natural materials**

Indicate: _____

___ **Manmade materials**

Indicate: _____

___ **Living materials**

Indicate _____

Lesson Title/Focus	Lesson 2: Lino-cut	Date	03/12/2015
Subject/Grade Level	Art 11	Time Duration	90 Minutes
Unit	Papermaking and Printmaking	Teacher	Angela McPeake

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

General Learning Outcomes:	<p>Communicate: Explore a personal selection of expressions.</p> <p>Organization: Demonstrate control over various components of compositions</p>
Specific Learning Outcomes:	<p>Concept A. Personally selected themes can provide images for expressive drawing investigations.</p> <p>Concept B. An important aim of the artist is to develop compositional skills</p>

LEARNING OBJECTIVES

Students will:

- 1) Construct an effective composition that explores shape and line
- 2) Explore different means of self expression

ASSESSMENTS

Essential Questions:	<ul style="list-style-type: none"> • In what ways does this medium affect your decisions in your final composition in terms of line and space? • What are some of the ways that compositions could interact with the material they were printed on?
Key Questions:	<ul style="list-style-type: none"> ➤ How can line affect composition? ➤ How can shape affect composition? ➤ How do these elements come together to create space?
Products/Performances:	<ul style="list-style-type: none"> * 20 thirty second post it note compositions * 3 draft compositions * 1 linocut

LEARNING RESOURCES CONSULTED		MATERIALS AND EQUIPMENT	
<ul style="list-style-type: none"> • Alberta Art Curriculum: Elementary Teacher Resource 1985 • http://lyndaburke.net/linocut-technique • http://bearclawgallery.com/artists/norval-morrisseau-prints/ 		<ul style="list-style-type: none"> * Linoleum * Carving tools * Post It Notes * Carving boards * Sharpening stones 	
PROCEDURE			
<i>Prior to lesson</i>		Hand out materials ready for distribution -Post-it note pads	
Introduction			Time
<i>Assessment of Prior Knowledge</i>	* Pre-Assessment done in Lesson 1		
<i>Advance Organizer/Agenda</i>	<ol style="list-style-type: none"> 1. Discussion about composition and Elements of lino-prints 2. Post-it note composition sketches 3. Lino-cut demo 4. Work period: 3 draft sketches, lino carving 		
<i>Vocabulary</i>	<ul style="list-style-type: none"> * Line * Shape * Space: Foreground, middle ground, background * Composition * Colour * Lino-cut * Carving tools * Linoleum 		
<i>Artists of Influence</i>	<ul style="list-style-type: none"> * Matisse * Hidalgo Arnera * Pablo Picasso * Stanley Donwood * Burn Bjoern * Mark Hearld * Ann Lewis * Rachel Newling * Aboriginal Artist: Norval Morrisseau 		

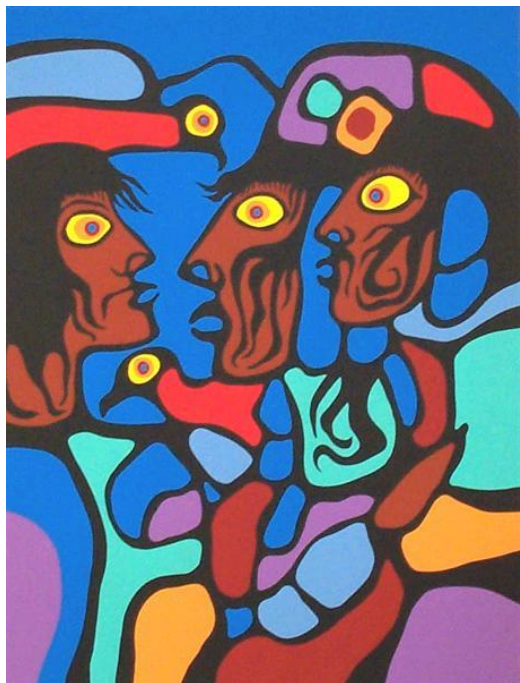
	<ul style="list-style-type: none"> * How do we relate the elements and principles of art between his silkscreen's and the format of a linocut? What are the similarities you see? 	
<i>Teacher Notes: Assessments/ Differentiation</i>	<p>Blooms Taxonomy Level:</p> <p>Type 1: Understanding -History of Linocut Prints</p> <p>*Questions answered and input discussion will reflect learning and understanding</p>	
<i>Learning Activity #2</i>	<p><u>Post It Note Compositions</u></p> <ul style="list-style-type: none"> * 20 thirty second drawings on post it notes exploring a variety of line and shape in order to create space within your compositions * these drawings will serve as a preliminary sketch for your final composition <p>----- 5 minute break, look at other's sketches-----</p> <p><u>Practice Compositions</u></p> <ul style="list-style-type: none"> * Create three compositions using ideas that came up though your post it note explorations * These compositions should be to scale to whatever dimensions you will be using for your linocut * These drawings should use a variety of line and shape * Once finished, decide which drawing you wish to use as the composition for your linocut * Copy this drawing directly onto your piece of linoleum using a pencil 	<p>10 mins</p> <p>25 mins</p>
<i>Teacher Notes: Assessments/ Differentiation</i>	<p>Blooms Taxonomy Level:</p> <p>Type 2: Applying, Analyzing -Post-it note compositions</p> <p>Type 3: Creating and Evaluating -Compositional Draft drawings</p>	

	<p><u>Assessment:</u></p> <p>Begin 1:1 conferences with students. As students finish their compositions, circulate the room and provide students with a checklist to go over with them regarding their ideas and progress in their papermaking and lino-cut compositional draft.</p>	
<p>Learning Activity #3</p>	<p><u>Demo:</u> Linoleum carving</p> <p><u>Materials:</u> Carving tools, Linoleum, sharpening blocks, stabilizing cutting board, pencil & draft drawing</p> <ul style="list-style-type: none"> * Tools, Safety and Materials * Discuss each individual tool and its purpose; Carving tools, different ends for different effects * Reminder that whatever parts you carve out will show up as white (paper) within your print and the relief (areas that are left) show up the colour of ink * Reminder that whatever you carve into your linoleum is backwards when you print * Discuss safe handling of carving tools * Always carve away from your body * Place hands behind where you are carving * When walking with tools have them facing down * Be careful when changing heads of carving tools * Take time when sharpening tools * Reminder that each student only gets one slab of linoleum, make sure you cut it to the dimensions that you decided within your final sketch * Use a piece of the extra linoleum as a test slab * On this test slab, try all of the different headings to see the different kinds of marks that they create * Once you feel that you are ready to being, start carving over your lines that you drew onto your linoleum * Take your time so that you do not make mistakes <p>Work Period:</p>	<p>10 mins</p> <p>3-5 classes</p>

	* Students will work independently to complete their lino-cut.	
<i>Teacher Notes: Assessments/ Differentiation</i>	<p>Blooms Taxonomy Level:</p> <p>Type 1: Understanding -Tools, safety, and materials</p> <p>Type 2: Applying and Analyzing -Understanding of materials and tools in creating the desired lino-cut outcome</p> <p>Type 3: Creating and Evaluating - Lino-cut based upon a compositional draft</p> <p>Assessments:</p> <ul style="list-style-type: none"> * Continuing 1:1 conferencing * Rubrics handed out for Lino-cut 	
Closure		Time
<i>Consolidation of Learning:</i>	<ul style="list-style-type: none"> * Importance of composition in an artwork. * Why is it important to create a variation of compositions? * What is something you learned about the materials? 	
<i>Feedback From Students:</i>	<ul style="list-style-type: none"> * Formative through questions * Formative through display of techniques and throughout process. * Formative through 1:1 conference and checklist 	
<i>Feedback To Students</i>	1:1 conference (checklist), verbal feedback throughout process and discussion.	

Sponge Activity/Activities	<p>Work on sketchbook assignments</p> <p>Work on continuing/ unfinished projects</p>
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Norval Morrisseau:



This is the way it is

Medium: Serigraph, Edition of 195

Size: 21 x 16 Inches



Loon Communication

Medium: Serigraph on Paper

Size: 20 x 28 Inche

Composition and Lino-cut Rubric

Weighing 30% of total unit grade

Level Criteria	Gold	Silver	Bronze	Tin*	Insufficient / No Product*
Use of Compositiona l elements of line, space, shape, texture.	Provides skillful use and consideration of compositional elements within the lino-cut	Provides effective use and consideration of compositional elements within the lino-cut	Provides adequate use and consideration of compositional elements within the lino-cut	Provides simplistic use and consideration of compositional elements within the lino-cut	No score is given because there is insufficient evidence of student performance regarding the requirement of the task.
Consideration of theme/content in connection of compositional elements and material	Shows a insightful understanding in the connection of compositional elements and material	Shows a meaningful understanding in the connection of compositional elements and material	Shows a basic understanding in the connection of compositional elements and material	Shows a vague understanding in the connection of compositional elements and material	
Application of techniques, carving tools and safety	Demonstrates a comprehensive application of techniques, use of carving tools, and safety	Demonstrates a thorough application of techniques, use of carving tools, and safety	Demonstrates a minimal application of techniques, use of carving tools, and safety	Demonstrates a undeveloped application of techniques, use of carving tools, and safety	

*Interventions will be made by the teacher to assist the student in improvement

Lesson Title/Focus	Lesson 3: Lino-Print	Date	03/16/2015
Subject/Grade Level	Art 11	Time Duration	90 Minutes
Unit	Papermaking and Printmaking	Teacher	Angela McPeake

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

General Learning Outcomes:	Organization: Demonstrate control over various components of compositions
Specific Learning Outcomes:	Concept B: An important aim of the artist is to develop compositional skills

LEARNING OBJECTIVES

Students will:

- 1) Construct an effective composition that explores shape and line
- 2) Explore different means of self expression

ASSESSMENTS

Essential Questions:	<ul style="list-style-type: none"> • In what ways does this medium affect your decisions in your final composition in terms of line and space? • What are some of the ways that compositions could interact with the material they were printed on?
Key Questions:	<ul style="list-style-type: none"> ➤ How does the colour of the print interact with the homemade paper? ➤ How are craftsmanship and ownership interconnected?
Products/Performances:	<ul style="list-style-type: none"> * 4 test prints * 1 final print on homemade paper

LEARNING RESOURCES CONSULTED

MATERIALS AND EQUIPMENT

• Alberta Art Curriculum: Elementary Teacher

* Linoleum cut

Resource 1985	<ul style="list-style-type: none"> * Print ink * Brayer * Glass sheet to roll ink * Rubbing tools * Handmade Paper * Newsprint paper * Rubber gloves 	
PROCEDURE		
Prior to lesson	Hand out materials ready for distribution, exemplars to show	
Introduction		Time
Attention Grabber	<p>Roll a dice and answer critique questions according to a lino-print artwork</p> <ul style="list-style-type: none"> * Introduction to effective critique questions 	5 mins
Assessment of Prior Knowledge	<ul style="list-style-type: none"> *Pre-Assessment done in Lesson 1 *Review lino-print artists 	
Advance Organizer/Agenda	<ol style="list-style-type: none"> 1. Roll-a-dice game 2. Demo: Pulling prints 3. Work period 	
Vocabulary	<ul style="list-style-type: none"> * Colour * Print * Relief * Test print * Brayer * Baren 	
Artists of Influence	<ul style="list-style-type: none"> * Henri Matisse * Hidalgo Arnera * Pablo Picasso * Stanley Donwood * Burn Bjoern * Mark Hearld * Ann Lewis Rachel Newling 	
Body		Time

<p>Learning Activity #1</p>	<p><u>Pulling Prints:</u></p> <ul style="list-style-type: none"> * Tools and Technique: * Review the different tools used for pulling prints * Brayer: Roller for ink * Baren: Flat surface for rubbing print <p><u>Demo:</u></p> <ul style="list-style-type: none"> * Explain how ink needs to be rolled out on glass sheet. By rolling the ink first vertically and then horizontally it helps to get an even coat on the brayer. * Apply ink to lino-cut * Put paper on top of stamp and use Baren or wooden spoon to evenly rub the back of the print * Carefully peel print off of linoleum * Press print between two layers of newsprint and lay between two slabs of wood or books to dry flat <p>Show exemplar's of good and bad reliefs, have students critique the good and bad qualities of the prints.</p>	<p>10 mins</p>
<p><i>Teacher Notes: Assessments/ Differentiation</i></p>	<p>Blooms Taxonomy Level:</p> <p>Type 1: Understanding</p> <p>-Discussion and questions of tools, techniques, and materials</p>	
<p>Learning Activity #2</p>	<p><u>Work Period:</u></p> <ul style="list-style-type: none"> * Students will need to predetermine what colour of ink they will use for their print * They should consider the relationship between the colour they choose and the colour/ materials used within their homemade paper * Students are expected to pull four test prints using the colour that they plan to do their final print with * At this point students can determine if they need to further work into their carvings. * Once these test prints are complete students will 	<p>2-3 Classes</p>

	<p>pull a final print on their homemade paper</p> <ul style="list-style-type: none"> * Place on drying racks <p>Once finished these five prints, students have the option to explore printing in different colour on the material of their choice</p>	
<i>Teacher Notes: Assessments/ Differentiation</i>	<p>Blooms Taxonomy Level:</p> <p>Type 2: Applying, Analyzing</p> <ul style="list-style-type: none"> -Apply knowledge of how to use tools, techniques, and materials to pull a print <p>Type 3: Creating</p> <ul style="list-style-type: none"> -Students will determine their ink colour in correlation to their final product <p>Assessments:</p> <ul style="list-style-type: none"> * Continue 1:1 conferencing with students * Rubrics handed out for grading of final print 	
Closure		Time
<i>Consolidation of Learning:</i>	<p>“When you pull a print from your lino-cut it’s called a relief. For your overall composition of your print it is important to consider all factors of your relief, including ink color and placement on the paper.”</p>	
<i>Feedback From Students:</i>	<ul style="list-style-type: none"> *Formative <p>Exit Slip: What were some of the challenges you had in making the relief print? What is your reasoning for your colour choice?</p>	
<i>Feedback To Students</i>	<ul style="list-style-type: none"> *Formative through questions and discussion *Formative through the display of understanding of concepts and techniques throughout process 	
Sponge Activity/Activities	<p>Work on sketchbook assignments</p> <p>Work on continuing/unfinished projects</p>	

Roll-A-Dice: Critique this lino-print



Critique Questions:

1. Describe the elements of the work (line, movement, color, texture, shape).
2. Describe the subject matter of the work .
3. What are some of the points of emphasis in the work?
4. Is there a relationship between material and subject matter?
5. Does this work relate to ideas, events or issues in the world (personal or political)?
6. Describe the composition of the work.

Lino-Print Rubric

Weighing 30% of total unit grade

Level Criteria	Gold	Silver	Bronze	Tin*	Insufficient / No Product*
Overall composition: Consideration of placement of the relief on the paper, and the ink color in relation to content/theme	Applies a insightful understanding and use of the components within their composition	Applies a meaningful understanding and use of the components within their composition	Applies a adequate understanding and use of the components within their composition	Applies a simplistic understanding and use of the components within their composition	No score is given because there is insufficient evidence of student performance regarding the requirement of the task.
Craftsmanship: Application of techniques and Print tools	Exhibits a skillful application of techniques and use of print tools	Exhibits a effective application of techniques and use of print tools	Exhibits a adequate application of techniques and use of print tools	Exhibits a rudimentary application of techniques and use of print tools	
Requirements: Completion of 4 test prints and 1 final print on handmade paper	Complete 5/5 prints	Partially complete*	Incomplete*	Incomplete*	

*Interventions will be made by the teacher to assist the student in improvement

Lesson Title/Focus	Lesson 4: Critique	Date	03/27/2015
Subject/Grade Level	Art 11	Time Duration	90 Minutes
Unit	Papermaking and Printmaking	Teacher	Angela McPeake

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

General Learning Outcomes:	Articulate and Evaluate: Use the vocabulary and techniques of art criticism to interpret and evaluate both their own works and the work of others.
Specific Learning Outcomes:	<p>Concept A. Understanding styles or artistic movements related to visual studies is part of developing critical abilities.</p> <p>Concept B. Discussing the compositional relationships and effectiveness of components is part of learning to interpret one's own artwork.</p> <p>Concept C. Identifying similarities in artworks can enhance interpretive discussions of concerns, themes, subjects or treatments</p>

LEARNING OBJECTIVES

Students will:

- 1) Demonstrate understanding of effective critique questions
- 2) understand the importance of critiquing ones artwork

ASSESSMENTS

Essential Questions:

- What are effective critique questions?
- What insights can you gain from critiques?

Key Questions:	<ul style="list-style-type: none"> ➤ Is it important to include the elements of art into constructing critique questions? ➤ Is it beneficial to self-critique your artwork? ➤ Is it beneficial have peers critique your artwork and provide another perspective?
Products/Performances:	Participate within the critique of their artwork and their peers artwork.

LEARNING RESOURCES CONSULTED	MATERIALS AND EQUIPMENT
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<ul style="list-style-type: none"> • Alberta Art Curriculum: Elementary Teacher Resource 1985 	<ul style="list-style-type: none"> • Final lino-cut prints • Bulldog clips and push pins
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PROCEDURE

<i>Prior to lesson</i>	Hand out materials ready for distribution: bull dog clips and push pins
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Introduction	Time
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<i>Assessment of Prior Knowledge</i>	*Discussion: what are some effective critique questions?	5 mins
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<i>Advance Organizer/Agenda</i>	<ol style="list-style-type: none"> 1. Discussion of effective critique questions 2. Students set up their works 3. Classroom critique of lino-prints 4. Exit-slip: Student reflection of work 	
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<i>Vocabulary</i>	<ul style="list-style-type: none"> * Critique * Representation * Juxtaposition * Composition * Elements of art * Expression 	
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Body	Time
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<i>Learning Activity #1</i>	<p>Review effective critique questions in a group discussion.</p> <p style="text-align: center;">* Students will reflect on their own work in connection to the questions discussed.</p>	<i>10 mins</i>
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<p><i>Teacher Notes: Assessments/ Differentiation</i></p>	<p>Blooms Taxonomy Level:</p> <p>Type 1: Understanding - Students will understand effective critique questions.</p> <p>Assessment:</p> <p>*Formative – Observation of understanding</p>	
<p><i>Learning Activity #2</i></p>	<p><u>Set up for critique:</u></p> <ul style="list-style-type: none"> * Set up three works at a time. Hang the print using bull dog clips and push pins. * Draw names from a hat, for the order of student critiques. <p><u>Critique format:</u></p> <ul style="list-style-type: none"> * As a group we will critique three artworks at a time. We will look at similarities and differences within the works. * Brain break at mid-point: drawing a picture on top of your head. <p><u>Critique Questions:</u></p> <ul style="list-style-type: none"> * What theme, subject, or content is expressed in the artwork? * Is the content of the artwork personal or political? What representation or viewpoint is illustrated? * What elements of art are noticed in the artwork? (line, shape, color, texture, etc) * What connections can be made between the materials used? * How would you identify and describe the composition of the work? * What are some similarities or differences among the artworks? * Can you make connections to the influence of 	<p><i>60 mins</i></p>

	<p>another artist?</p> <p>*If students are having difficulty creating conversation, offer to roll the dice and answer question.</p> <p>*Stimulate discussion by asking questions</p>	
<i>Teacher Notes: Assessments/ Differentiation</i>	<p>Blooms Taxonomy Level:</p> <p>Type 2: Applying, Analyzing -Critically thinking about artwork</p> <p>Assessment:</p> <p>*Formative assessment of discussion and questions asked.</p>	
Learning Activity #3	<p>Exit Slip—Self Reflection of Artwork</p> <p>* Students will reflect on the feedback and discussion raised in the group critique. Students will write a brief reflection of these findings. Students will also reflect and briefly write on their experience in the critique.</p> <p>Essential question:</p> <p>* What are the benefits and insights we can gain from critiquing our own artwork and other artists work?</p>	<i>10 mins</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	<p>Blooms Taxonomy Level:</p> <p>Type 2: Applying, Analyzing -Students will analyse and reflect on their artwork in relation to the critique and an application of critique questions.</p> <p>Assessment:</p> <p>*Exit Slip: Summative assessment of self-reflection and understanding of work.</p>	
Closure		Time

<i>Consolidation of Learning:</i>	“Today we experienced a group critique. We asked and answered questions which are important to the understanding of our own artwork, and our peer’s artwork.”	
<i>Feedback From Students:</i>	*Formative: “What are some of the benefits of critiquing artwork?”	
<i>Feedback To Students</i>	*Formative: Discussion and answering questions *Formative: Response and feedback to exit slips	

Sponge Activity/Activities	Work on sketchbook assignments Work on continuing/unfinished projects
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Lesson Title/Focus	Lesson 5: Digital Documentation	Date	03/30/2015
Subject/Grade Level	Art 11	Time Duration	90 Minutes
Unit	Papermaking and Printmaking	Teacher	Angela McPeake

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

General Learning Outcomes:	Encounters: Transformations Through Time: Investigate the impact of technology on the intentions and productions of the artist.
Specific Learning Outcomes:	Concept B. Technology has an impact on the artist's role in modern society.

LEARNING OBJECTIVES

Students will:

- 1) Create a Weebly account for their online Art Portfolios
- 2) Digitally Document their Lino-cut Print

ASSESSMENTS

Essential Questions:	<ul style="list-style-type: none"> • What advantages are provided to artists in using online digital portfolios? • Why is it important to document artwork digitally in addition to the original piece of work?
Key Questions:	<ul style="list-style-type: none"> ➤ Why digitally document your work? ➤ Why is an online artist portfolio useful? ➤ What are the advantages to taking quality (plinth, white background, focused camera, level and in the frame) photographs for documentation of artwork?
Products/Performances:	<p>Digital documentation of lino-cut print.</p> <p>Weebly site for Art Portfolio</p>

LEARNING RESOURCES CONSULTED		MATERIALS AND EQUIPMENT	
<ul style="list-style-type: none"> Alberta Art Curriculum: Elementary Teacher Resource 1985 		<ul style="list-style-type: none"> * Digital camera * Tripod * Plinth * White background * Computer/Internet * Artwork 	
PROCEDURE			
<i>Prior to lesson</i>		Hand out materials ready for distribution	
Introduction			Time
<i>Attention Grabber</i>	Quick drawing activity. -Exquisite corpse		10 mins
<i>Assessment of Prior Knowledge</i>	Hands up: <ul style="list-style-type: none"> * Does anyone document their work digitally? * Does anyone have a digital art portfolio or an online website? *Pre- assessment in lesson one regarding use of tools, techniques and experience.		
<i>Advance Organizer/Agenda</i>	<ol style="list-style-type: none"> Quick drawing game Discussion about digital documentation and online digital art portfolios Show my exemplar Demo: digital documentation Demo: creating an a Weebly site Work period 		
<i>Vocabulary</i>	<ul style="list-style-type: none"> * Plinth * Backdrop * Digital camera * Tripod * Documentation * Portfolio * Technology 		

	Body	Time
Learning Activity #1	<p>Discussion about digital documentation and online digital art portfolios:</p> <ul style="list-style-type: none"> * What reasons would an artist digitally document their work? * What are the advantages and disadvantages of digitally documenting artwork? * What purpose does an online art portfolio serve? * Is an online art portfolio beneficial to an artist? <p>*An online art portfolio can be used to display artwork for future employers and educators. Quality of the photographs are valuable to the professional aspect of the portfolio.</p> <p>*Show exemplar of online art portfolio and quality photographs documenting artwork.</p>	<i>5 mins</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	<p>Blooms Taxonomy Levels:</p> <p>Type 1: Understanding</p> <p>-Students will show understanding through discussion and questioning.</p>	
Learning Activity #2	<p><u>Demo:</u> Digital Documentation</p> <ul style="list-style-type: none"> * How to take a quality photograph * Consider use of lighting, backdrop, plinth, and tripod. * Students will be provided with a checklist of these considerations they will need to incorporate. <p><u>Demo:</u> Weebly websites (online digital art portfolio)</p> <ul style="list-style-type: none"> * How to access Weebly; connecting to the class page * How to add a page: Art portfolio 	<i>15 mins</i>

	<ul style="list-style-type: none"> * How to add a photograph * How to add text * How to publish <p>*Handout of instructions will be provided *Checklist of requirements for the online digital art portfolio will be provided</p>	
<i>Teacher Notes: Assessments/ Differentiation</i>	<p>Blooms Taxonomy Level:</p> <p>Type 1: Understanding -Formative: Discussion and questioning</p>	
<i>Learning Activity #3</i>	<p><u>Work period</u></p> <ul style="list-style-type: none"> * Students are expected to work independently or with small groups to document artwork and create their online digital art portfolio * Limited equipment means students will need to take turns. When waiting students are expected to work on sketchbook assignments or on-going projects. 	<i>2 classes</i>
<i>Teacher Notes: Assessments/ Differentiation</i>	<p>Blooms Taxonomy Level:</p> <p>Type 2: Applying, Analyzing -Application and considerations of quality documentation</p> <p>Type 3: Creating and Evaluating - Creating a quality photograph, developing a personal online art portfolio</p> <p>Assessments:</p> <p>*Summative: Checklist of requirements and considerations</p>	
Closure		Time
<i>Consolidation of Learning:</i>	<p>“Digital documentation assists an artist in preserving and sharing their artwork. Digital portfolios are easily accessible and a professional means of exhibiting</p>	

	artwork to employers and educators.”	
<i>Feedback From Students:</i>	“How has current technology changed the way an artist can document and share artwork? “	
<i>Feedback To Students</i>	<p>*Descriptive feedback will be provided to the students in response to their digital documentation and online art portfolios</p> <p>*Formative feedback will be provided through discussion and inquiry</p>	

Sponge Activity/Activities	<p>Work on sketchbook assignments</p> <p>Work on continuing/unfinished projects</p>
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Weighing 10% of total unit grade

Name: _____

Digital Documentation Checklist:

When photographing artwork, did you use:

___ Controlled lighting

___ Plinth

___ Backdrop

___ Camera Tripod

Did you:

___ Center the photograph

___ Focus the camera

Online Digital Art Portfolio Checklist:

___ Create Weebly account

___ Create page labelled "Art Portfolio"

___ Add photograph artwork

___ Add brief reflection of artwork