# **Lesson 3: Foam Printing**

by Adrienne Tambone

## 2014 EDUCATION DEPARTMENT LESSON PLAN Intermediate

### TITLE PAGE

**COLUMBIA COLLEGE CHICAGO**

**EDUCATION DEPARTMENT**

**LESSON PLAN TEMPLATE**

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Program (Choose One and Bold Text): Visual Art Education

Cohort # : MAT Art 21

Evaluator: Shirely Forpe Date: March 8, 2014

### A. INTRODUCTION

**TEACHING CONTEXT**

1. Type of school?

 Elementary School ­K - 8

1. In what setting? Urban
2. **List** any special features of the school or classroom setting (e.g., themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect teaching during this learning segment.

Inter- American Elementary Magnet School is a Chicago Public School (CPS) situated in Chicago’s Lakeview neighborhood. This CPS school is a designated comprehensive dual language school, one of the oldest in the Midwest. Inter-American’s mission is to promote academic excellence through dual language and multicultural education. Students achieve proficiency levels in Spanish and English that enable them to participate in communicative, academic and workplace contexts. The majority of the school population is Hispanic, at 85.4%; followed by 11.6% White; 1.3% African-American; 1.3% Asian-American; and 1.2% multiracial.

1. **Describe** the physical facilities (e.g., regular classroom, specially equipped art room, portable, storage space), materials, and equipment (e.g., easels, potter’s wheel, kiln) available for the learning segment.

The art classroom at Inter-American Elementary School is based on the Teaching for Artistic Behavior model. Because of this, students have been given the freedom to choose and investigate mediums on an autonomous level. The classroom is set-up into studio centers that hold materials, mediums, directions and other resources that can be used together. Originally, the art room was used as a regular classroom, therefore, the layout is more conducive for a non-art curriculum. However, the room has many materials that help promote the choice-based environment. Most of the storage space is offered along the walls of the classroom. There is a pottery wheel, a kiln, various tools for chopping and cutting wood, a sewing machine, a light box for tracing, and many other basic materials found in a well-equipped art classroom. The classroom is also equipped with an projector and ten iPads that are used for the photography and video center.

1. **Describe** any district, school, or cooperating teacher requirements or expectations that might affect planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

Currently, I have a new group of fifth, sixth, seventh and eighth graders. This past week has been devoted to opening up the new media centers. Students reviewed the printmaking center in the last class, learning how to make monotypes. I decided to extend the opening of the center to a second day, because I would like them to be well-versed in various printmaking techniques. The demonstration will work much like the last one, where students will review the materials that are needed to create prints. Because this is a choice-based class, students may choose to use the foam technique in their artwork or not.

### CLASS PROFILE

**About the Students in the Class**

1. Number of students in the class: 25 students 9 males 14 females
2. Levels (based on TESOL) and Number of English language learners

|  |  |  |
| --- | --- | --- |
| LEVEL 1 | STARTING |   |
| LEVEL 2 | EMERGING |   |
| LEVEL 3 | DEVELOPING |   |
| LEVEL 4 | EXPANDING |   |
| LEVEL 5 | BRIDGING | 4 |

1. Number of students identified as gifted and talented: NA
2. Number of students with Individualized Education Programs (IEPs) or 504 plans: 4

**Complete the chart** below to summarize required accommodations or modifications for students receiving special education services and/or students who are gifted and talented as they**will affect your instruction in this learning segment**. As needed, consult with your cooperating teacher to complete the chart. The first row has been completed in italics as an example. Use or add as many rows as you need.

|  |  |  |
| --- | --- | --- |
| *Example: Learning Disability* | *Example: 4* | *Example: Close monitoring, follow-up, and Resource Room* |
| Learning Disability | 4 | Close monitoring, follow-up to check for student understanding of the demonstration, have step-by-step directions on the whiteboard or poster |
| ELLs | 4 | Partner with another student to talk about the process, after demonstration teacher will check-in with the student to make sure he or she comprehends the process |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |

### LESSON OVERVIEW

**Lesson Subject and Topic:** Foam Printmaking

**Grade Level(s):** 5th - 8th Grade

**Brief Description of Lesson:**

This lesson introduces students to the basic principles of relief printmaking. Students will learn how to make impressions onto scratch-foam to create a relief print. Students will be looking at other student work and making observations as to how these prints were made. Students may use this technique to create prints of their own or incorporate the process into their other works of art.

### B. DESIRED RESULTS: STAGE I: IDENTIFY DESIRED RESULTS (IPTS# 1, 2, & 4)

 **Enduring Understandings & Essential Questions IPTS# 1, 2 & 4**

**1. Enduring Understandings:**

Printmaking allows the publication of information and the expression found in the artist's environment and culture.

**2. Essential question(s):**

What purpose does printmaking serve an artist?

### C. COMMON CORE STANDARDS

No standards added.

### D. NATIONAL CONTENT STANDARDS

|  |  |
| --- | --- |
| **IL.26.A**  | STANDARD: Understand processes, traditional tools and modern technologies used in the arts. |
| **NAEA.VA.5-8.1**  | CONTENT STANDARD: Understanding and applying media, techniques, and processes |

### E. GRADE LEVEL PERFORMANCE DESCRIPTORS

|  |  |
| --- | --- |
| **IL.25.A.3e**  | > Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology. |
| **NAEA.VA.5-8.1.1**  | Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices |

### F. KEY CONTENT KNOWLEDGE AND SKILLS

**Knowledge and Skills IPTS# 1, 2 & 4**

Students will know (knowledge):

1. A relief print is a printing technique in which the parts of the printing surface that carry ink are left raised, while the remaining areas are cut away.

2. An edition is a numbered and signed set of identical prints.

Students will be able to (define by audience, behavior, conditions and include language functions, vocabulary use, syntax, and discourse):

1. Create a relief print using scratch foam.

### G. ACADEMIC LANGUAGE KNOWLEDGE AND SKILLS

**Academic Language Knowledge and Skills (Identify language demands—written or oral—students need to understand and/or use: vocabulary or key phrases, syntax, and discourse). Identify vocabulary needed for the lesson and identify demands related to either syntax or discourse.**

|  |  |  |
| --- | --- | --- |
| EVERYDAY VOCABULARY(TIER ONE) |  GENERAL ACADEMIC VOCABULARY(TIER TWO) | CONTENT-SPECIFIC ACADEMIC VOCABULARY(TIER THREE) |
|  rub   | designdraft  | reliefeditionproof  |

Students will know :

1. The definition of relief, edition, and transfer in the context of art.

Students will be able to (define by audience, behavior, conditions and identify one language function for your lesson, choosing from the chart below):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| analyze | argue | categorize | compare/contrast | describe | explain |
| interpret | predict | question | retell | summarize | critique |

 1. Compare and contrast the monotype print technique to the relief print technique.

### H. ENGLISH LANGUAGE DEVELOPMENT KNOWLEDGE AND SKILLS

**English Language Development Knowledge and Skills (for starting, emerging, and developing ELLs)**

|  |  |  |
| --- | --- | --- |
| EVERYDAY VOCABULARY (TIER ONE) | GENERAL ACADEMIC VOCABULARY (TIER TWO) | CONTENT SPECIFIC ACADEMIC VOCABULARY (TIER THREE) |
| rub | design draft | reliefeditionproof   |

Students will know:

1. The definition of relief, edition, and proof in the context of art.

 Students will be able to (define by audience, behavior, conditions):

 1. Compare and contrast the monotype print technique to the relief print technique.

### I. ASSESSMENT TASKS: STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

**Assessment Tasks: [Stage 2: Determine Acceptable Evidence] IPTS #8**

**DESCRIBE and ATTACH copies of the assessment tool(s) used during the lesson**, i.e., **pre-requisite knowledge** assessments to determine essential prior knowledge for the content of the lesson; **formative assessment,** which might be observation of student responses, questions prepared in advance; **summative assessment,** which would be a final evaluation, if appropriate for the lesson.

a. Pre-requisite/Prior knowledge for Both Content and Language

In the previous lesson, students learned about monotype prints. They have a general understanding about printmaking based on their answers in a given assessment. They also know what materials are needed to create a print.

The pre-assessment will occur during the hook and demonstration. Students will be asked to look at various works of art that have used the foam printing technique. Students will be asked how the pieces were made and what materials were used. They will be asked to explain the differences and similarities between the monotype and foam technique. During the demonstration, students will be shown the foam plate. Questions will be asked: How can we create prints with this material? The teacher will ask students to raise their hands if they can define what the scratch foam is and how it can be used as a pre-assessment. Answers to these questions will dictate how the demonstration will follow. During the demonstration, the teacher will ask students if they have heard of relief prints and what it might refer to.

b. Formative Assessment for Both Content and Language:

The formative assessment will occur during the hook and demonstration. Students will use their prior-knowledge of printmaking to compare and contrast between monoprints and the scratch foam method. During the demonstration, the teacher will ask students to list the materials needed to create a print, which they have prior-knowledge of. After the demonstration, the teacher will call on students to re-explain the steps to create a print. If students can re-explain the process correctly, this indicates they have some understanding. Formative assessment will also occur as the teacher watches the students creating their prints. The teacher will be assessing if they followed the steps properly to transfer their image to the plate and the printing process. If the teacher sees many students struggling, the teacher will redirect them and re-explain the process.

c. Summative Assessment

There is no summative assessment that occurs during this lesson. Students that choose to use this technique in their art work will be given a summative assessment at the end of the project. A graded rubric checks the students final product on his or her use of the print technique. A post-assessment will also be given as part of the graded rubric. In the post-assessment students will discuss their process of creating the foam prints and evaluating their own work using a similar rubric the teacher will use.

### TEACHING AND LEARNING: STAGE 3: PLAN LEARNING EXPERIENCES

 **Teaching and Learning Plans [Stage 3: Plan Learning Experiences]**

**J. Time Required for Lesson Segments**

|  |  |
| --- | --- |
| SET/HOOK | 3 MINUTES |
| TEACHER INPUT | 10 MINUTES |
| GUIDED PRACTICE | 30 MINUTES (Only for students who choose this technique) |
| CLOSURE | 3 MINUTES (Only for students who choose this technique) |

**K. Grouping Arrangements**

**At least two grouping** methodology approaches should be identified, reflected in the lesson, and be appropriate for instructional delivery. Check all methodology used during the lesson.

|  |  |
| --- | --- |
| WHOLE CLASS |  Hook, Demonstration, Closure  |
| SMALL GROUPS |   |
| COOPERATIVE GROUPS | Guided Practice (Students can choose to work together) |
| PAIRS |   |
| INDIVIDUAL | Guided Practice |

**L. Materials and Technology [LIST ALL RESOURCES**].

1. **Identify** any textbook or instructional program you would use primarily for instruction. If a textbook, please provide the title, publisher, and date of publication.

There are no textbooks or instructional programs used for this instruction.

1. **List** other resources (e.g., art posters or slide of artworks, SmartBoard, on-line resources, ELL supports) you plan to use for instruction during this lesson.

  **a. Materials**

* Scratch-Foam
* Pen or Pencil
* Ink
* Brayer
* Spatula
* Baren
* Inking tray
* Various papers
* Foam print examples
* Step-by-step poster
* Vocabulary poster

 **b. Technology**

NA

 **M. Teacher's Preparation**

Practice Procedures:

* Practice creating prints using the scratch foam
* Create two prints that do not meet expectations of a good, clean and crisp print. One print used too much ink and another print will not have used enough
* Write steps of printing process on a poster
* Make a vocabulary poster

Assemble Materials:

* Materials needed for the demonstration will be placed on one table. All materials, including examples of prints, ink, brayer, spatula, inking plate, baren, paper, draft paper, and pencils will be located at the demonstration table.
* Add vocabulary poster and step-by-step poster to the whiteboard.​

Identify New Vocabulary:

New vocabulary includes: relief print, proof, edition

Organize Workstations:

​All materials needed for this lesson will be available in the printmaking center. Students know where the materials can be found.

 **N. Focus Student: Differentiated or Individualized Learning (i.e. non-reader, ELL-levels, gifted)**

**Describe** **a learner (focus student)**  for whom the lesson will need to be adjusted:

All ELL students in this class are quite proficient in English. They are currently in category five - Emerging.

The four students with IEPs have very minor learning disabilities - with poor organizational skills and minor behavioral issues. Most classes, these students do not need adjustments or modifications made for the lesson.

**Describe the Adjustment or Modification** to the lesson you have made for him or her:

Project will be modified for special education students based on recommendations in their IEPs. Some modifications might include further scaffolding with close monitoring during guided practice. Teacher will follow-up after demonstration to check for student understanding. There will be step-by-step poster available. For ELL students, if needed, they will be partnered with another student to talk about the process. There will also be a vocabulary poster on new vocabulary, along with a materials posters which provides images of each material. The teacher will also check-in with them to make sure they understand how to create the print.

**O. Set/Hook**

Engage and focus students for 2-3 minutes. Specific plans for establishing a hook or set should be evident; take students' prior experiences and knowledge into account; and require student participation.

Plans:

The teacher will have a few foam prints on the table for the students to view. The teacher will give students a minute to look at the artwork before questioning. Using their prior knowledge of printmaking and monotypes, the teacher will ask students the following questions: How were these prints made? What materials were used? How do these prints differ from the monotypes we looked at on Friday? The teacher will have some examples of monotypes, as well.

Anticipated Time: 3 minutes

**P. DEMONSTRATION/LECTURE:** Plans for teacher input in the form of explanations and modeling

**Explain and identify your execution of the following procedures**: (1) connecting previous and current learning; (2) teacher modeling (including a logical sequence or chunking of the explanation or modeling); (3) use of academic language to develop content understanding and (4) checking for understanding of the procedures, expected behaviors, and anticipated products.

Plans:

After the hook, the teacher will explain that the prints made were using scratch foam to create a relief. Teacher will ask the students if they know how the foam was used to create the print and what a relief print might be. Most students do not have prior knowledge of relief prints. The teacher will explain the process of a relief print. Relief printmaking is where the surface that is raised and inked will print and the part that has been carved into or pressed into will not be printed. In terms of the the scratch foam - that parts that are not pressed in using a pencil will print and where indentations are made, will stay ink free. The teacher will then give a step - by - step demonstration on how to create foam prints.

Step 1: Students must first create a draft of their design. The teacher will explain that although images can be interesting, textures and patterns work well with the foam-printing process. Once students have a draft of their design, the teacher will give them foam to begin their print.

Step 2: Teacher explains that they may re-draw their design directly on the foam or if they are happy with their design, they can use the transfer method. The teacher shows students both methods. If the student decides to draw his or her design directly on the foam, he or she should first draw the design very lightly with a pencil or ballpoint pen on the foam. Then, go over the lines, pressing harder to make the lines go deep below the surface. Explain to students that these lines will not print, but the rest of the plate will receive and transfer ink to the paper. (Teacher also reminds students that when using text, they must reverse their letters.)

Step 3. The teacher will also show the transfer method. The transfer method works well with text. Students should make sure to outline their design with a dark pen so that when they flip it over to transfer, they can see their design. Teacher flips over the design onto the foam, using pressure, re-tracing the design. The students must go over their lines again, creating enough indentation so the ink will not collect in the lines.

Step 4: The teacher shows other tools that can be used, including forks, chopsticks, bone folders and ends of paintbrushes to get different effects.

Step 5: The teacher will ask: "Consider our last lesson on monoprints. What tools do you think we will need in order to create these prints?" The students should be able to answer most of the materials.

Step 6: Teacher goes over the materials needed to create the print: Foam plate, inking plate, ink, brayer, baren, spatula and various colored paper. Explain to the students that it's important to have the paper near by.

Step 7: The teacher will ask students how to prepare the ink, thinking back to the last class. The teacher will re-explain the ink prepping process, reminding them to apply about a 2 inch strip of ink using the spatula onto the inking plate. Roll the ink back and forth, with the brayer. Stop when it makes a "crackling" sound and the ink looks like snakeskin. The brayer should be coated with ink.

Step 8: The teacher will show students how to add ink to the plate. Roll the brayer across the plate. Continue until all the surface of the foam is smoothly covered with ink. Pick up more ink on the brayer, if needed. Remind students that the cut lines should have no ink in them. If they do, that means that too much ink was added to the plate. They can fix this by using a pencil tip or a toothpick to clear the ink from the lines.

Step 9: Place brayer down on the inking plate. The paper should be near by. Picking up the foam plate, turn it over and place it face down onto the paper. Tell students they can place the paper on top of the plate, but the prior method allows the students to see the position of the plate more clearly.

Step 10: Using the baren, rub the print firmly using one hand to hold the plate so that it doesn't move.

Step 11: Pull the print - Gently peel the plate off the paper. Examine it. Did you use enough ink? Too much? Did your drawing print evenly? Put this first print, called a "proof," away to dry.

Step 12: Explain that a proof is an impression of a print taken to see the current printing state of the plate while the plate is being worked on by the artist. With the foam method, more can be added to the plate.

Step 13: Ask students to re-explain the print process, asking one student at a time for each step.

Step 14: Show students an example of a print that did not use enough ink and a print that used too much ink. Have them guess why these prints are not considered successful prints.

Step 15: Teacher asks students: Has anyone heard the word edition in terms of art? Ask students if they have seen professional prints or the numbers found at the bottom of the images. Edition is a reference used in printmaking. An edition is a number of prints struck from one plate, usually at the same time. Most modern artists produce only limited editions, normally signed by the artist in pencil, and numbered as say 67/100 to show the unique number of that impression and the total edition size. The lower-numbered prints in an edition are sometimes favored as superior, especially with older works where the image was struck until the plate wore out. The teacher shows students an example of three identical prints - explaining that only three prints were pulled from the plate, making it an edition of 3. The teacher will show students how to sign the prints.

Step 16: The teacher will ask students how the two types of techniques compare and contrast. How can we use this printing process to create works of art? Any ideas?

Anticipated Time: 10 minutes

 **Q.Plans for Guided Student Practice:**

**Explain and identify** your use of (1) questioning skills and specific questions you will use, (2) monitoring adjusting, (3) feedback during the lesson, as well as for student practice using (4) academic language and new (5) English language structures, as needed

Plans:

Students have the choice to use this technique or not. For students who have decided to try this printing process, the guided practice plans will be as follows:

1. Teacher is checking in and assessing students while they work on their prints.
2. If the teacher sees many students struggling at one time in the printmaking center, the teacher will call attention to the group of students and re-explain the technique.
3. If students are struggling with pulling a successful print - the teacher will remind them to add a nice thin layer of paint and make sure to apply a good amount of pressure when using the brayer.
4. Teacher will be sure to give reminders to those students who are not following directions and have them look at the steps on the poster.

Anticipated Time: 30 minutes

**R. Plans for Creative Interpretation** (other creative solutions accepted in this lesson) IPTS# 1\*

Students have the option of experimenting directly on the plate while making impressions using various tools.

**S. Plans for Independent Student Practice** [IPTS# 1 & 2] Homework or independent practice for student related to the lesson.

Students who are interested in working with this foam technique, can continue working on it at home and bring their finished plate the following day.

**T. Closure** (brief teacher or student-led review, with reference back to essential questions and enduring understandings)

Plans:

The closure part of this lesson will be Step 16 from the Teacher Input section. Students during this class are exploring various mediums and have the choice to use the technique or not. Because it is optional, once the demonstration is finished, student can return to their "works in progress" or start the new foam printing technique. Students who decide to use the process, we will have a brief discussion after they have pulled their prints. Questions that will be asked: Which prints turned out the best? What can we use the prints for? What other ways can we experiment with the prints? Different colors? Different papers?

Anticipated Time: 3 - 5 minutes