**COLUMBIA COLLEGE CHICAGO**

**EDUCATION DEPARTMENT**

**LESSON PLAN TEMPLATE**

LESSON OVERVIEW

**Lesson Subject and Topic:**Transfer Process

**Grade Level(s):** Sixth, Seventh and Eighth Grade

**Brief Description of Lesson:**

This lesson introduces students to a transfer technique using Xerox found images onto another surface. Practicing technique and craft are the main priorities in this lesson. Students will be looking at the old technique of carbon paper transfer while comparing and contrasting to the new process of xylene transfers.  The exercises practiced today will lead into a project where students may create different compositions in the form of stickers, magnets or collage.

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

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

**1. Enduring Understandings:**

Xylene transfers can enhance or change the message of a photo.

**2. Essential question(s)**

How can artists convey a message through the technique of transfers?

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.26.A.3e

> Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.

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.  Xylene transfer is a process where an image is transferred to another material using xylene (blender marker).

2. The difference between the carbon transfer and the xylene transfer technique.

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

1.  Use blender pen to make a xylene transfer.

**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

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 xylene transfer. Students will be asked how the pieces were made and what materials were used. During the demonstration, students will be given small squares of carbon paper, regular paper and printouts of different Angry Bird characters. The questions will be asked: What is Carbon paper? What is it used for? The teacher will ask students to raise their hands if they can define what carbon paper is as a pre-assessment and count how many students raised theirs. Students will be also asked what xylene is and the blender marker is used for.  Answers to these questions will dictate how the demonstration will follow. Further discussion on how the xylene chemical works before the teacher may begin demonstration using the blender marker. The pre-assessment will occur at the end of the demonstration. The teacher will ask: "How can we as artists think of ways to use the carbon paper? What about ways to use xylene transfers?"

b.  Formative Assessment for Both Content and Language:

After the demonstration of the two transfers, the teacher will have a few students re-explain the steps that need to be taken to execute the two processes before trying the technique on their own. If students can re-explain the process correctly, the teacher will know they understand. Formative assessment will also occur as the teacher walks around the room while students try using the carbon and xylene transfer techniques. The teacher will be assessing if they followed the steps properly to create the transfer of the two images. If the teacher sees many students struggling, the teacher will redirect them and re-explain the process. During the demonstration, students will be asked to redefine what a carbon and xylene transfer is.   After students have tried both techniques, there will be a discussion on how the two types of transfers compare and contrast. The teacher will ask them if there are limitations to the carbon paper method and why it is not used often. They will also be asked to compare and contrast the two processes with a partner. The teacher will be walking around the room listening to their answers. There will be a further formative assessment on the definition of a xylene transfer in the handout students will receive at the end of the demonstration. If students have difficulty answering the questions, the teacher will have to re-explain the process before students may proceed to use the technique in their own artwork.

c.  Summative Assessment:

There is no summative assessment that occurs during this lesson.    Students that choose to use this technique in their artwork will be given a summative assessment at the end of the project. A graded rubric checks students’ final product on his or her use of the transfer technique. It will check for clarity of the transfer, as well its effectiveness in the piece.  A post-assessment will also be given that is part of the graded rubric. In the post-assessment students will discuss their process of the transfer and evaluate 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 | 5  MINUTES |
| TEACHER INPUT | 15 MINUTES |
| GUIDED PRACTICE | 10 MINUTES |
| CLOSURE | 5  MINUTES |

**K.  Grouping Arrangements**

|  |  |
| --- | --- |
| WHOLE CLASS | Hook, Teacher Input |
| SMALL GROUPS |  |
| COOPERATIVE GROUPS |  |
| PAIRS | Teacher Input |
| INDIVIDUAL | Guided Practice, Closure |

**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 instruction 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**

* Blender marker (with xylene chemical)
* Scissors
* Tape
* Pencils or Pen
* Xerox images
* Carbon paper
* Scrap paper
* Pre-made art pieces that use transfer method
* Vocabulary poster
* Whiteboard

**b. Technology**

* Photo copier to make copies of inverted images with type

**M. Teacher's Preparation**

Practice Procedures:

* Practice transferring images - create a list of tips to help create a clean, crisp, dark transfer
* Create a transfer that does not meet expectations of a good transfer.
* Photocopy images to be used for demonstration
* Cut images and carbon paper. Staple image, carbon paper, and a black scrap paper together.
* Write steps on the whiteboard for the xylene transfer process.
* Make vocabulary cards.
* Prepare additional images to be used if students choose to continue practicing the transfer procedure.
* For the teacher, write down timeline on the board for demonstration (so that nothing is forgotten in discussion).

Assemble Materials:

* Materials will be placed on two tables for the demonstration. All materials, including images, scissors, stapled carbon and image, scrap paper, blender marker will be in piles on one table. The other table will have artwork that used the transfer method.
* Add vocabulary cards to the whiteboard to refer to, if needed.

Identify New Vocabulary:

New vocabulary includes: transfer, burnish, xylene

Organize Workstations:

All materials will be available for pickup in a buffet style manner at the demonstration table. When it is time for students to try the two transfer methods, the teacher will have the class come up and do the carbon paper method first, while the other class will come up next to pick up materials that will be brought back to their seats. When finished, they will bring materials up to the table and switch processes.

**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 the class are quite proficient in English. They are currently in category Five - Emerging.

The three students with IEPs have very minor learning disabilities - with poor organizational skills. Most classes, these students do not need adjustments or modifications made to 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 directions written on the whiteboard. For ELL students, if needed, they will be partnered with another student to talk about the process. The teacher will also check-in with them to make sure they understand how to make the two techniques.

**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 present the students with a few of examples of xylene transfers. The teacher will give students a minute to look at the artworks before questioning. The teacher will ask students to consider the following questions: How was it made? What process did the artist go through to create these words and images? What materials were used? Was it easy to make? After a brief dialogue from the students, the teacher will explain how these art pieces were made - through a xylene transfer process.

Anticipated Time: 5 minutes

Pre-requisite/prior Knowledge:

Students have no prior knowledge to the transfer process. However, some students might be able to identify the other mediums used within the works of art. I am assessing their knowledge of these mediums.

**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 to the class that they will be shown an old and new process to transfers. Students will be asked if they know what a transfer is? The first technique is a carbon paper transfer. This is to introduce a simpler way of creating a transfer and helps students understand the basic principles of applying pressure in order for graphite, carbon, etc. to be pushed and adhered onto another surface. The teacher will show a piece of carbon paper and ask: What is carbon paper? What is it used for? The teacher will ask students to respond and add additional information, if needed. The teacher will then ask: How does the transferring of carbon onto the paper work? What technology came along to replace carbon paper? After students’ responses, the teacher will explain the process of using carbon paper again. The teacher will give a brief step-by-step demonstration on how the carbon paper works.

Step 1: Ask students to re-explain the carbon transfer process.

Step 2: Teacher shows how to layer the papers in order. Scrap paper on the bottom, carbon paper in the middle, and then the image on the top.

Step 3: Teacher uses a pencil or pen to trace over the image, explaining the importance of pressure so the carbon will adhere to the scrap paper.

Step 4: Teacher shows students the final transferred image.

Step 5: Teacher will ask students questions that they had not answered correctly the first time to check for student understanding. Once students see the demonstration, they will have a better idea of what carbon paper is used for and why it is not used often.

The teacher will talk about a new process of transferring images. The teacher will explain to the students that the new process that will be demonstrated is connected to the carbon paper technique. The teacher shows students a blender marker with the xylene chemical. The teacher will ask students what they think this marker might do and how the xylene works. After students’ responses, the teacher will add anything that was not answered by the students. The teacher will explain the xerox process - where carbon is heated to adhere to the paper. The teacher then explains how the Xylene acts as an ingredient to loosen up the carbon from the xerox copies. Once the xylene is placed on the image, the carbon becomes loose and be pressed to a another surface where the image can be transferred. Students will be sitting around the demonstration table while the teacher demonstrates the process.

Step 1: Explain to students all materials needed to create a transfer.

Step 2: Cut out a found image that was Xerox copied.

Step 3: Plan where to put the image, making sure the image is face down.

Step 4: Apply artist's or painting tape to the image, which will keep it from moving.

Step 5: Apply a small about of the marker to an area of the image, reminding students to transfer small areas at a time because the xylene dries quickly.

Step 6: Using a burnishing tool - like a spoon or scissors, rub/ burnish the xylene into the paper using a good amount of pressure. Explain the word burnish.

Step 7: Peel away and share results.

Step 8: Ask students to re-explain the process, asking one student at a time for each step.

Step 9: Talk about inverted images and words.

Step 10: Teacher shows students an example of a poor transfer and discusses troubleshooting techniques.

Step 11: Teacher will have the class try both techniques (for guided practice). Half the class will try the carbon paper technique first, while the other half will try the xylene transfer technique. They will then switch, so that everyone has a chance to try both techniques.

Anticipated Time: 15-20 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:

1. Teacher is walking around the room and assessing students while they work on their centers.
2. If the teacher sees many students struggling at one time, the teacher will call attention to the class and re-explain technique.
3. If students are struggling with the xylene technique - getting a clean, crisp transfer, the teacher will remind them to work on small areas at a time, making sure to apply a good about of pressure to the area where the xylene was added.
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 board.
5. The teacher will remind students to try out both transfers before returning to the demonstration table.
6. Once students have finished both techniques, the teacher will call students to the demonstration table to have a further discussion about their experience with the transfers.

Anticipated Time: 10

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

            If a student would prefer to use a xerox copy that they have with them, they use that instead of the teacher’s images.

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

Students that wish to continue working with the blender marker and creating transfers may do so. If students really want to start transferring the next class, they may research images and sketch ideas at home to bring to class with them the next day.

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

Plans:

Once students have completed both transfer techniques, the teacher and students will have a brief discussion about their experience. The teacher will ask: How are the two transfers similar? How are they different? Which technique do you prefer? How can we, as artists, use the transfer method with carbon or xylene in our artwork? Once the discussion ends, students will be given a paper with a few questions. They will answer these questions in writing and hand to the teacher.

The teacher will explain that this technique is open for use in the studio, and if a student is interested in trying the technique out or experimenting more, then he or she should come to the teacher to discuss.

Anticipated Time: 5-7 minutes