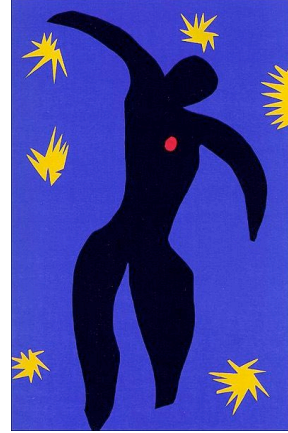


Title: Printmaking on Action Silhouettes
Curriculum Theme: Mind, Body, and He-Art!
Lesson Plan Number: 3

Teaching Assistant: Susie Lee
Student Teachers: Meredith Pyle
Grade Level: 3rd and 4th
Date Taught: September 26, 2009



Aim/Goal of the 5-wk Curriculum:

- Third and Fourth grade students will participate in a curriculum that revolves around the mind, body, soul, and health. They will focus on different emotions that are evoked from music and how those moods are connected to their day-to-day routines. They will be able to express what they feel through art processes and discussion. We will also explore the idea of health, both mental and physical, as well as sleep and memories. We will begin to explore the surface of these issues and dig deeper. What kinds of activities are good for us? What foods are healthy? What kinds of moods are good to us? What are some unhealthy things we encounter? What is physical activity?

State Fine Art Goals met by the Lesson Objectives:

- **25.A.1d** Identify the elements of line, shape, space, color, and texture; the principles of repetition and pattern' and the expressive qualities of mood, emotion, and pictorial representation.
- **25.A.2d** Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.
- **25.A.2e** Describe the relationships among media, tools/technology, and processes.
- **25.B.2** Understand how elements and principles combine within art form to express ideas.
- **26.A.2f** Understand the artistic processes of printmaking, weaving, photography, and sculpture.
- **26.B.2d** Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching, and constructing.

Objectives - Students will be able to:

- Gain knowledge and describe the importance of living a healthy lifestyle.
- Participate in a classroom discussion about health, eating right, and physical activity.
- Brainstorm ideas using a sketchbook to help make decisions and plan projects.
- Incorporate various printmaking and stamping techniques into their projects.

- Utilize a process that involves layering and/or collage and the use of more than one medium.
- Create a scene of a physical activity by drawing a background, pasting their silhouette onto the paper, then printing over scene with related objects/symbols.
- Create a graphic, symbolic image for physical activity.



Vocabulary:

- Silhouette: a 2 dimensional outline of an object
- Symbol: an object, letter, character, figure, or other mark used to represent something else
- Abstract: of or pertaining to the formal aspect of art, emphasizing lines, colors, generalized or geometrical forms, etc., esp. with reference to their relationship to one another
- Composition: the organization or grouping of the different parts of a work of art so as to achieve a unified whole
- Layer: a thickness of some material laid on or spread over a surface
- Printmaking: the art or technique of making prints, esp. as practiced in engraving, etching, dry point, woodcut or serigraphy
- Carving: to form from a solid material by cutting
- Collage: a technique of composing a work of art by pasting on a single surface various materials not normally associated with one another
- Physical activity: of or pertaining to the body; the state or quality of being active, energetic activity; animation; liveliness; ex. running, swimming, dancing
- Health(y): the general condition of the body or mind with reference to soundness and vigor: good health; poor health
- Stamp: a die or block for impressing or imprinting; an official mark
- Brayer: a small roller for inking type by hand, usually for making a proof
- Foreground: the ground or parts situated, or represented as situated, in the front; the portion of a scene nearest to the viewer
- Middle ground: an intermediate position, area, or recourse between two opposites or extremes; a halfway or neutral standpoint; Fine Arts: the represented space between the foreground and background in paintings, drawings, etc.

- Background: the part of an image represented as being at maximum distance from the frontal plane, the ground or parts, as of a scene, situated in the rear
- Format: the organization, plan, style, or type of something: landscape (horizontal) or portrait (vertical)

Materials:

Teacher Materials:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Laptop • LCD Projector • Extension cord • First aid kit • Drying Rack • Sponges • Paper to protect tables • Poster of Rules/Expectations • Front Door Poster • Classroom Rug • Demo materials • Bins for brayers after cleaned • Bins for students stamps • Wash buckets • Pre cut out silhouettes for students • Teacher made exemplar • Multicultural/Historical exemplar | <ul style="list-style-type: none"> • Digital Camera with charger • Paper Towels • Garbage Bags |
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Demo Materials:

- 2 copies of silhouette (multiple copies for mistakes) that has already been cut out
- 2 colors of printmaking paint; purple and blue
- 2 plastic sheets to spread paint with brayer
- 2 different brayers for different colored paint
- 1 sheet of Styrofoam, around 6x9" sheet
- 1 dull pencil
- 1 black sharpie marker
- Prismacolor colored pencils, a package (various colors)
- Extra water color or computer paper for practicing stamp
- 9x11.5" watercolor paper
- Paper towels
- Bucket of water
- Scissors (to cut out Styrofoam stamps, not just squares, follow form)
- Glue stick

Learner Materials (Number of Students: 1st session = 16, 2nd session = 7)

- Sketchbooks
- Nametags
- Colored pencils, crayons, markers

- Pencil, eraser
- Printmaking paint, pink, red, orange, yellow, green, blue, purple, and brown
- Plastic sheets to spread paint with brayer
- Brayers
- Black sharpie markers
- Styrofoam sheets (1 per student), around 6x9” sheet
- 2 copies of silhouette per student, pre-cut out by teacher before class
- 9x11.5” watercolor paper
- Prismacolor colored pencils, a package (various colors)
- Extra water color or computer paper to practice stamp
- Scissors
- Glue sticks



Motivation/Activities and Prompts:

- PowerPoint Presentation: Discuss with students what it means to be healthy and why it is important. Introduce project: silhouettes, printmaking, stamps, and artists who use these techniques.
 - Review previous week’s lesson: health- activities and food.
 - Discuss Season Fruit Portraits, 2 Cheeseburgers, Night Baseball, and Mural of Sports
 - Discuss action silhouettes and printmaking.
 - Introduce artists who use printmaking techniques and silhouettes.
 - Warhol, Gross, Hokusai, Matisse, Haring, and Brody as well as iPod Commercials
 - Introduce project: making a scene then printing over our action silhouettes.
- Teacher exemplars
 - Picture of action silhouette
 - Finished print (over silhouette)

- Demonstration of printmaking on action silhouettes
- Historical/Multicultural exemplars
 - *Wood Manikins*: to help students understand body form and movement
 - *Pirouette and Free Form Ballet Dancer*, iron sculptures: to help students understand body form and movement. Art that portrays an activity and movement.
 - *Mural of Sports*, Joseph Rugolo, 1937-38, American: a painting of sports that were popular at the time.
 - *Season Fruit Faces- L'ete and L'automne*, Guisepe Arcimboldo, French (Paris): paint, portrays different fruits and vegetables in season to create a persons portrait.
 - *Night Baseball*, Marjorie Phillips, 1951, American: oil paint on canvas, genre/everyday life painting, portrays a baseball game/activity.
 - *2 Cheeseburgers*, Claes Oldenburg, 1962, Swedish: sculpture made out of burlap soaked in plaster then painted with enamel. An example of an unhealthy food.
 - *The Great Wave*, Katsushika Hokusai, Japanese, 1820s: an artist that uses printmaking in his works, woodblock printing.
 - *Marilyn Monroe and Campbell's Soup*, Andy Warhol, Pop American Art, 1960s: an artist that uses printmaking in his works, silkscreen printing.



- *iPod Commercial*: popular culture reference for silhouettes
- Wilhelm Gross, German, early 20th century, silhouettes/cut-outs
- *Icarus*, Henri Matisse, 1947, French: an artist that used silhouettes, “cutouts” of paper on canvas
- Keith Haring, 1980s, American: an artist that used silhouettes, paintings
- *Kendo*, Sheldon Brody, 1955: a photographed silhouette of the Japanese sport Kendo (jousting).

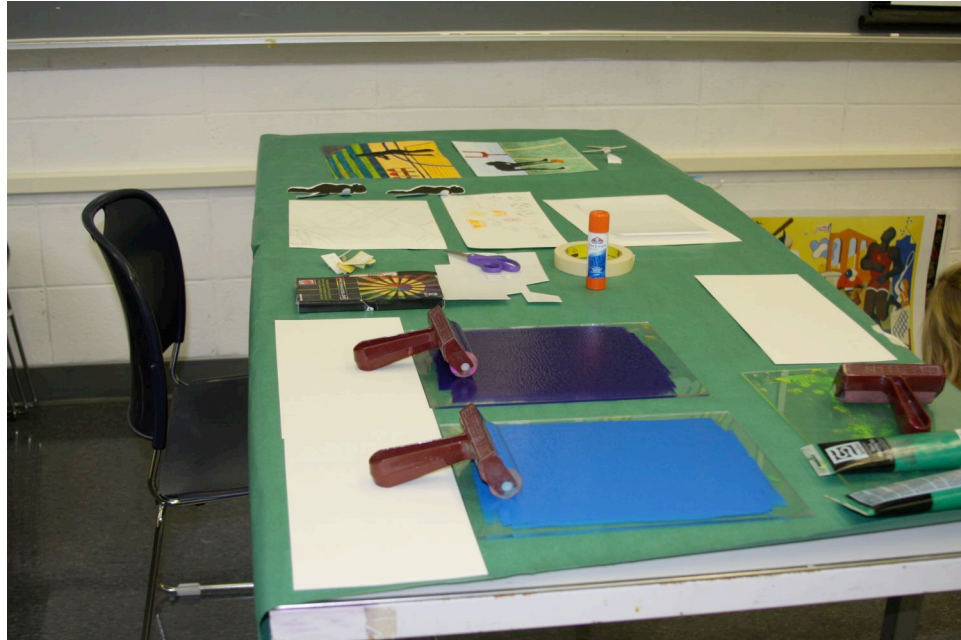
Classroom Layout/Physical Set-up:

- Wall Postings:
 - 3rd/4th Grade Entrance Door Poster
 - Rules poster posted on chalk board in front of class
 - Time schedule posted on chalkboard in front of class underneath clock
 - Posters from resource center placed around the room
 - Keith Haring, 1980s, American: an artist that used silhouettes, paintings
 - *Kendo*, Sheldon Brody, 1955: a photographed silhouette of the Japanese sport Kendo (jousting).
 - *Mural of Sports*, Joseph Rugolo, 1937-38, American: a painting of sports that were popular at the time.
 - *Season Fruit Faces- L'ete and L'automne*, Guiseppe Arcimboldo, French (Paris): paint, portrays different fruits and vegetables in season to create a persons portrait.
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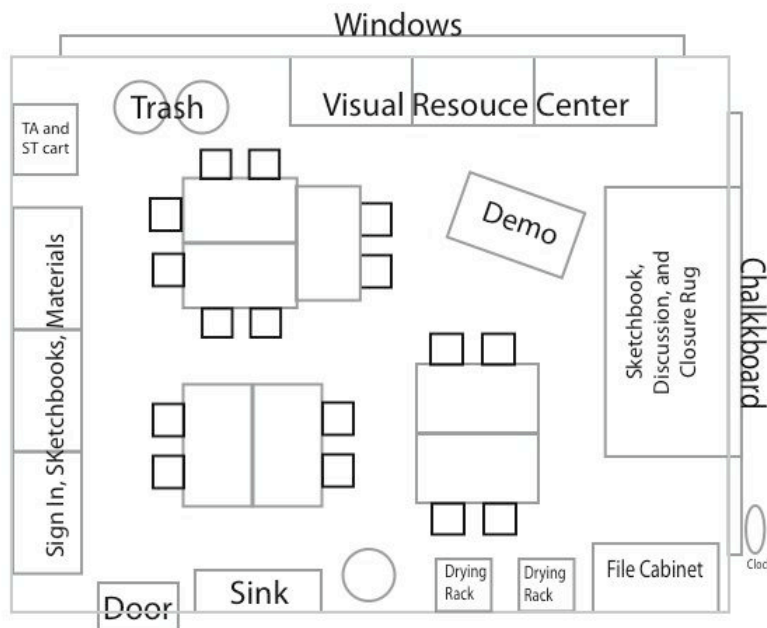
- Materials Distribution Area:
 - Learner materials
 - Sketchbooks
 - Nametags
 - Pencil, eraser
 - Printmaking paint; red, orange, yellow, green, blue, purple, brown, and pink
 - Colored pencils, crayons, markers

- Plastic sheets to spread paint with brayer
- Brayers
- Black sharpie markers
- PrismaColor colored pencils, package (various colors)
- 9x11.5" water color paper to make environment/scene
- Styrofoam sheets (1 per student), 6x9" sheet
- 2 copies of silhouette per student
- Extra paper for practicing
- Glue sticks
- Scissors



- Demonstration Area:
 - 2 copies of silhouette
 - 2 colors printmaking paint; blue and purple
 - 2 different brayers
 - Sponge
 - Glue stick
 - Scissors
 - 1 sheet of Styrofoam 6x9"
 - 1 dull pencil
 - Extra paper for practicing
 - Paper towels
 - PrismaColor colored pencils, package, various colors
 - 9x11.5" watercolor paper to make environment/scene
- Clean-Up/Sink Area:
 - Several trashcans are located around the room.
 - Sinks are located close to the door, to the right as students walk in.
 - Designated table with wash buckets, sponges, and paper towels next to sink area.
- Table Formation
 - Tables will be grouped together around the room.
 - A rug and the demo table will be placed at the front of the classroom.
 - A visual resource center will be in front of windows.

- The sign in sheet, sketchbook, and materials will be to set alongside the wall to the left as one enters the room.
- Wash table next to sink area.
- Drying racks will be available next to wash table.



Procedures:

- **Sketchbook Time – 10 minutes**
 - Students find their sketchbook and put on their nametags as they walk in
 - Parents sign in on the sign-in sheet
 - Students will work on their sketchbooks on the front rugs where materials are provided.
 - Prompt: Brainstorm ideas of symbols and/or objects that relate to your silhouette action pose. Sketch the symbols/objects in your sketchbook. For

example, symbols/objects that relate to dancing may include ballet or tap shoes, bows, tutus, water, healthy food, music symbols, etc. You must have at least 3-5 symbols.



- **Discussion/PowerPoint – 15 minutes**
 - Review topics from previous week.
 - What does it mean to be healthy? What can we do to be healthy?
 - To be healthy, we should eat foods that are not harmful to the body, such as fruits, vegetables, and whole grains and we should stay physically active so our hearts are strong.
 - What were some of the foods you incorporated into your fruit collage? Are any of those foods you chose like the ones in Arcimboldo's paintings of Season Fruit Portraits? What do you think about the food represented in 2 Cheeseburgers by Oldenburg?
 - an unhealthy food, but fine in moderation
 - What are some physical activities that are healthy for our bodies?
 - Running, different sports, dancing, yoga, etc.
 - Show ballerina statues and sports paintings.
 - Last week we took pictures of each one of you portraying a physical activity. We took your photos and created silhouettes. Can anyone tell me what a silhouette is?
 - A silhouette is a 2-dimensional outline of an object. In this case we used our own body to form a black silhouette on a white background.

- Has anyone seen the iPod commercials? They are perfect examples of silhouettes.
- Introduce artists that use silhouettes in their work.
 - Matisse, Haring, and Gross
 - In the mid-1900's Henri Matisse created a series of works using cut outs from paper, in turn called the "Cut-Out series." This is very similar to what we will be doing later. He has created a bold and colorful background for his silhouette to be placed in.
 - Keith Haring was known for his bold lines, vibrant colors, and active figures. He created most of his works in the 1980s. I really want all of you to focus on the graphic nature of his work. This will help you with our project.
 - Wilhelm Gross was an artist in the early 20th century. This piece (in the power point) is a great example of an entire scene created using silhouette.



- Introduce project.
 - Today, we are going to create an environment or scene for our action silhouettes. We are going to be printing over your silhouettes with the symbols/objects you sketched earlier in your sketchbook. Define printmaking and stamps.
 - Printmaking is the art of making prints by engraving, etching, or using woodblock techniques.
 - A stamp is a die or block for impressing or imprinting; an official mark.
 - Introduce artists that use printmaking in their work.
 - Warhol and Hokusai
 - Andy Warhol was extremely popular in the 1960s. His work is under the category of pop art. He used a different method of printing than what we are using today. He used a silkscreen technique. Again, with

- Warhol's Marilyn Monroe, I want you to notice the bright, bold colors. He layered his colors.
 - Hokusai used another method of printmaking called woodblock printing. He also layered his colors and shapes of color. He created an entire ocean scene using the printing process.
 - We learned that we can use a silhouette to portray physical activity. Now, we are going to use printmaking to further depict our physical activity. Creating an environment for your silhouette and printing the symbols/objects over our silhouettes will help others figure out...
 - A) the activity portrayed and
 - B) what activity can help people become healthier.
 - Now that I have introduced the project I can/will demonstrate all of the techniques we are going to use.
- **Demonstration– 10 minutes**
 - Students will gather around the demonstration table after the discussion and power point.
 - Make sure all students can see.
 - First, I am going to take a piece of 9x11.5” watercolor paper and create an environment for my action silhouette. I am creating a volleyball game scene.
 - You can make your scene vertical (portrait) or horizontal (landscape), this is called the format of your picture. Mine is going to be in a landscape format.
 - Sketch scene with pencil. Go over the outlines of objects/scene with black sharpie marker.
 - I already have a sketched scene. Show students how to trace scene with black marker. My scene is an indoor volleyball game looking down onto the scene inside of a gym.
 - Another example would be if there was an outdoors scene like running or rollerblading, you could include grass, a sidewalk, a house, trees, rollerblades, maybe your dog is with you when you are running.
 - Do you know what the foreground, middle ground, and background means in relation to your picture?
 - If you include those concepts into your piece it will look more realistic.
 - The foreground is the closest objects to you and the background is when the objects are the farthest away from you and usually the smallest in your picture.
 - Show students my silhouette. [volleyball, passing the ball]
 - The teacher, before class, will already cut out my silhouette along with the students'.
 - Paste silhouette onto scene with glue stick.

- Previous to tracing your sketch think about where you want your silhouette. Also, don't make a really detailed area to later find out you are covering it up with your silhouette.



- Then use Prismacolor colored pencils to color in the black outlines.
 - You can press hard while coloring in the lines to make a bolder, more graphic picture. I pressed lighter on my completed exemplars because I like the texture of the paper.
 - You can use multiple colors like I did with the sand and water. This created depth and a realness to your picture by layering colors. Remember we talked about tone with our fruit collages. It's the same idea.
- Next, take a piece of Styrofoam and demonstrate how to use a dull pencil to make grooves = image for stamp. You can dull your pencil by scribbling on scrap paper until you achieve a smooth rounded end.
 - The stamps should be small for the most part. My indoor scene could have a scoreboard, bleachers, volleyball, water bottles, etc. My outdoor volleyball scene will have a volleyball, sail boats, beach bag, a crab, seashells, etc.
 - The lines to make the image should be thick, clear and not too detailed. If you want to use text which I wouldn't suggest or numbers they must be written backwards on

stamp. So when you flip it over to stamp it on your picture it will turn out forwards.

- Show the wrong way to do it.
- Define brayer. Introduce paint and techniques for printing.
 - A brayer is a small roller for inking your stamp.
 - Be patient when printing. Don't press on your stamp too hard in case of smearing. Don't roll on too much paint otherwise your image won't show up; it will just be a blob. Vary the colors you use as well as the size and shape of your stamps to create visual interest.



- Roll paint onto Styrofoam stamp, practice on scrap paper first, reapply paint, place onto paper with silhouette, apply pressure for even print, slowly peel back stamp, wash stamp.
 - If I make a volleyball, use red paint, the scoreboard will be green or orange, and the wood floor or sand will be yellow, a water bottle will be green beach bag will be purple, crab it red or blue, etc.
- Repeat above steps with different color.
 - Think about what colors you want to do. Vary your colors. Remember the color wheel and contrasting or complementary colors.
- Show teacher exemplar
 - Make sure to define composition so students don't cover entire paper and cover up silhouette.
 - If students want to place objects in the hands of their figure for example, the object should be in proportion. However, student can

intentionally enlarge objects to place in corners for a more graphic effect.



- **Work Session – 40 minutes**
 - Students will sit at their tables.
 - Students will be given 2 copies of their silhouette, 9x11.5” water color paper, a sheet of Styrofoam, scissors, extra paper for practicing, a pencil, package of colored pencils, and a black sharpie marker.
 - Prompt students to begin work.
 - **1st 20 minutes**
 - Students should first write their name on the back of their paper.
 - Students will spend time creating an environment for their silhouette and then print over their action silhouettes.
 - First, students should sketch scene with pencil.
 - The sketch should be “OKed” by teacher.
 - Then students go over outlines of objects with black sharpie marker.
 - Next, students will paste their silhouette onto paper with scene using a glue stick.
 - Then students will color in the outlines with different colors of Prismacolor colored pencils: green grass, red volleyball, yellow sun, blue water, purple soccer net, etc.
 - **2nd 20 minutes**
 - Students will use a dull pencil to draw symbols on their Styrofoam sheets. Their symbols must be small or in proportion to piece. They will cut out their symbols.

- Teachers will approve the students' stamps before they can use paint. Teachers may need to tell students suggestions like adding more detail, make larger, more clear (neater), thicker lines, etc.



- Students will come to the materials table with their stamp (Styrofoam) to roll on the paint with the brayer. There will be a ST or TA assisting this process.
- They will carefully walk their stamp back to their seat and transfer the painted stamp to their silhouette with even pressure.
- Students will carefully peel the stamp off their paper in order not to smear the paint.
- If students want to use the same image but with a different color, they will go to the sink area to clean their stamps in the provided wash buckets, then dry with paper towels.
- Students will have to wait their turn to use certain colors of paint.
 - Calling tables 1 by 1 may be needed if materials table get too clustered.
- Circulate room offering assistance if needed.
- Once students are finished they should sit quietly at their tables till clean up time. If some get done early, which they shouldn't, they can read the books at our visual resource center.
- **Clean-Up – 10 minutes**
 - Announce clean up time
 - Call students by table to bring their prints to the drying rack for a teacher to put away.
 - Pick volunteers to collect brayers to clean at provided wash buckets and place in bin.

- [2nd session] Pick more volunteers to collect plastic sheets coated in paint to clean at sink. Pick other volunteers to dry sheets. Place sheets on counter where sink is.
- Students should place their Styrofoam stamps in the bin on materials table.
- Students should place the materials that were at the seat before class to the center of the table.
 - Roll down glue stick, Don't smash it in the cap.
- [2nd session] Students will return packages of colored pencils to materials table.
- Clean tables with wet sponge and dry off or replace paper if covered in paint.
- Ask students to wash hands with soap/water.
- Once everything is clean, students can sit on the front rug for closure.



- **Closure – 5 minutes**
 - Review the topics of the day.
 - We discussed what it means to be healthy and why it is important.
 - We learned about printmaking, stamps, and silhouettes. [define]
 - We discussed ways in which we can portray physical activity through silhouettes and created symbols to further express our chosen physical activity.
 - Can anyone name and describe some of the artists we looked at today?
 - We looked at the work of Archimboldo, Rugolo, Phillips, Oldenburg, Warhol, Hokusai, Matisse, Gross, and Haring.

- Artists who use printmaking or silhouettes as well as bold, graphic colors.
- Within our projects we used bold colors like Haring to create our environment. We used layers- first our drawing with colored pencils and marker, then our paper silhouette, and last printing on top. Warhol used layers as well as Hokusai while printing to create an image.
- Discuss 1-2 student's work. Pros of image and techniques.
- Closing thought: Art has many uses. The art project we created today will help us remember how to be healthy and active. Next week we are planning on taking a field trip to the Krannert Art Museum. So get excited!!!



Timetables:

Time allotted for lesson (90 minutes total):

Activity	Minutes
Discussion	15 mins.
Demonstrations	10 mins.
Sketchbook time/Work Session	50 mins.
Clean-up	10 mins.
Closure	5 mins.
TOTAL	90 mins.

Preparation Time:

Activity	Time
Writing lesson	4 hours
Revising lesson	7 hours
Gathering materials/resources	2 hours
Set-up (before classes)	3 hours
Making an example/board	4 hours
TOTAL	20 hours

