

Teacher Name	Bob Reinard
Course	Art
Subject Area; Grade Levels	<i>Printmaking, Linoleum Relief Carving, Grades 9-12</i>
Lesson Title	Transferring drawings to linoleum blocks.
Date	Thursday 3/10/22
Lesson Context, Rationale, and Description	<ul style="list-style-type: none"> • Often, self-imposed limitations can open up new creative solutions. In this section, students will have material choice limited to the realm of printmaking, specifically linoleum cut, collagraph, and monoprints. We will begin with Linoleum Cuts. • Linoleum Cut Printmaking. The section was introduced on Monday via self-directed research and a brief lecture on printmaking. Students began preliminary drawings Tuesday, and continued working on them Wednesday. Today students will learn how to transfer their drawings to their linoleum blocks by watching a brief demonstration, then they will practice by using small pieces of linoleum and scrap paper. I will give a brief demonstration on carving linoleum and allow the students to practice on the small linoleum they used for the practice transfer. • There are 30 students in the class, 14 male identifying and 16 female identifying. Students are predominantly Latinx (13). The remaining 17 students are a mixture of Asian, African American, and white. This reflects the overall diversity of the school population.
Standards	<ul style="list-style-type: none"> • IL VA:Cr3.1.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. • IL VA:Cn10.1.I Document the process of developing ideas from early stages to fully elaborated ideas
IL Culturally Responsive Teaching & Leading Standards	<ul style="list-style-type: none"> • D Students as Co-Creators
Social Emotional Learning Standards	<ul style="list-style-type: none"> • Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
Essential Questions	<ul style="list-style-type: none"> • What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in art forms? • How does engaging in creating art enrich people's lives?
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Observe the process used to transfer a drawing from a sketchbook or drawing to a linoleum block by reading written instructions, watching a video

	<p>demonstration, then finally participating in a teacher-led, step by step exercise.</p> <ul style="list-style-type: none"> • Transfer practice drawings to a small linoleum block for carving and test printing by employing the techniques learned in the demonstration and exercises. • Apply language and vocabulary concepts introduced in previous lessons by putting the vocabulary and concepts into studio practice. • Connect Studio Habits of Mind to tasks performed in class by setting Studio Habits based goals at the opening of class; then closing the class by reviewing, reflecting on, and discussing those Studio Habits based goals.
Assessments	<ul style="list-style-type: none"> • Informal Formative: Classroom observation, Individual meetings and conversations with students • Formal Formative: Sketchbook usage ,preparatory work, and notetaking • Summative: at the end of the project, students will submit a series of finished prints, their progress/process/preparatory images, and a 1 paragraph reflection on their choices, process, and discoveries they made during this project.
Vocabulary & Language Demands	<ul style="list-style-type: none"> • Graphite, positive and negative space, transfer, recto, verso, carving tool or gouge.
Connection to learning theory & educational principles.	<ul style="list-style-type: none"> • Constructivism and Experiential learning. Students will be tasked with building their own understanding by making and doing. They will be responsible for constructing their own knowledge. • Social Learning theory. Students are encouraged to talk and interact in class to help solve problems, model behavior for their peers, and otherwise contribute to the learning environment. • Humanism. Students are encouraged to find their own meaning and voice through art making. Subject choices and expressive content are NOT determined by the instructor, but are found by the student via self-reflection, journaling, and conversations with peers and instructors. • Studio habits of Mind
Teacher Preparation	<ul style="list-style-type: none"> • Lectures, Exemplars, and demonstrations
Instructional Materials	<ul style="list-style-type: none"> • Slide Lecture, Exemplar made in real time with class.
Technology	<ul style="list-style-type: none"> • Chromebooks as necessary for research and reference. Phone use will be permitted if chromebooks are not available.
Instructional Plan for the Lesson	<ul style="list-style-type: none"> • 5 minute warmup activity: Students will continue a blind contour drawing exercise begun earlier in the week. • 10 minutes: demonstration on how to transfer finished drawings to linoleum blocks for later carving.

	<ul style="list-style-type: none"> ○ I will demonstrate methods to transfer a finished drawing to a linoleum block, emphasizing the mirror image aspect of transfer ○ Any text must be transferred backwards to appear correctly when printed. ● 25 minutes: Studio time. Students will transfer practice drawings to small linoleum blocks. ● 5 minutes cleanup ● 5 minutes wrap-up: Review and Connect.
Differentiation (Accommodations & Modifications)	<ul style="list-style-type: none"> ● There are no students with IEPs or that require physical accommodations. ● I will use multiple instruction methods to accommodate differences in ability level and prior knowledge among students. ● There are English Language Learners in the class which will require accommodation.
Remote Learning Accommodations	<ul style="list-style-type: none"> ● There are no remote learners at this time. If remote demonstration becomes necessary, the classroom does have the capability to livestream the demonstration synchronously and interact with any remote students.
Extension Activity	<ul style="list-style-type: none"> ● If time permits, students will continue working on their drawings for later transfer to a larger linoleum block.
Exit Activity & Closure	<ul style="list-style-type: none"> ● Review and connect: What did we do today? Why did we do it? How does that connect to studio habits of mind and/or which studio habits did we practice today?

TEACHER SAMPLE OF LESSON PRODUCT

I'm going to be making a print by demonstrating the process, tools, and techniques of each stage of printmaking. My exemplar will be in the room with us.

Rubric

	Exceeding	Accomplished	Emerging	Needs Support
Preliminary sketches	Documents multiple stages of day's drawing work. Multiple dated entries	Documents each day's drawing work at the end of each period. 1 dated entry for each class period	Documents <i>Most</i> day's drawing work at the end of each period. Entries are dated	No documented progress for drawing work
Sketchbook	Includes all notes, vocabulary words, examples, and diagrams. Includes additional information from class discussion.	Includes all notes, vocabulary, examples, and diagrams.	Includes <i>most</i> notes, vocabulary, examples, and diagrams.	Little to no notes, vocabulary words, examples, or diagrams.
Test transfer of drawing to linoleum block.	4 or more documented test transfers	2-3 documented test transfers	1 documented test transfer	No documented test transfers