

UNIT PLAN TEMPLATE

Central Focus/Big Idea <i>1pt</i>	Aspects of Nature (Patterns found/created by nature)
Grade Level <i>1pt</i>	6 Grade
Class Size <i>1pt</i>	13 (A); 17 (B)
Time <i>1pt</i>	80 Min Periods (6 Classes)
Class Demographics <i>1pt</i>	Mixed

National Visual Arts Standards Addressed: *4pts*

Creating: 2.1.6 Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
Presenting: 4.1.6 Analyze similarities and differences associated with preserving two-dimensional, three-dimensional, and digital artwork.

Responding: 8.1.6 Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Connecting: 10.1.6 Generate a collection of ideas reflecting current interest and concerns that could be investigated in art-making.

Unit Overview *4pts*

In this unit, students will explore new methods of printmaking such as gel, stamp-making, and linocutting. Students will find, flatten, and print natural materials with gel printing. Students will be asked to compose gel prints using line symmetry or radial symmetry.

Students will create a personalized visual “signature” to identify works with stamp-making. Students will be asked to create a small work of art from their stamps using color, pattern, and line symmetry or radial symmetry.

Students will pre-sketch, compose, and print a work of art that depicts natural patterns with linoleum cutting. Students will be asked to compose linoleum prints using line symmetry or radial symmetry.

Students will curate a select few of their works and facilitate a classroom discussion on the visual qualities, subject matter, and quality of prints.

Student Prior Knowledge and Conceptions *1pt*

Students have prior knowledge of mixing colors, as well as, principles of balance (line and radial symmetry/asymmetry).

LESSON OBJECTIVES AND DESCRIPTION *4pts*

Create 2.1.6

Students will approach a new method of design by creating at least 7 works of art: 3 Gel Prints; 1 Stamp Print; 3 Linoleum Prints.

Presenting 4.1.6

Students will individually choose and curate 6 printed artworks in a visually appealing manner: 3 Gel Prints; 3 Linoleum Prints.

Responding 8.1.6

When presented with a work of art, the class will collaboratively discuss and define at least 3 visual qualities per artwork.

Connecting 10.1.6

Students will compose 4 thumbnail images for a future print that reflect their current interests in the natural world.

TOOLS, SUPPLIES, AND TECHNOLOGY NEEDED *3pts*

Power-point Presentation; Projector; Camera (That hooks up to the projector for live demonstrations) Teacher Examples; Natural-Found Materials (We will gather in, or prior to class); Books (To flatten the naturally found materials); Artists handouts; Gel Pad; Printing Ink; Brayers; Paper; Hair Dryer (to dry students work); Paper; Erasers; Lino cutter; Lino Block; Thick Foam Board; Sticking Mat; Slice; Sketchbooks; Writing Utensils (Pencils and Ballpoint Pens etc.); Magnets (to displays students works on board); How-to Visual Guides; Scavenger Hunt Guide; Bags; Whiteboard Markers; Whiteboard; Sink; Wipes; Paper Towels; Styrofoam

Key Artists 4pts	Linda Germain Riyo Kayla Rich Sarah Hess
Key Artworks 6pts	Linda Germain, Natural Material on Print Gel Print Artwork 1 Linda Germain Unknown Title, 2021 Gel print Artwork 2 Linda Germain Unknown Title, 2021 Gel Print Artwork 3 Linda Germain Unknown Title, 2024 Riyo, Monstera Leaf Hand Carved Rubber Stamp, 2021 Stamp 1 Kayla Rich, Unknown Title, 2022 Radial Print Lino 1 Radial Print Lino 2 Radial Print Lino Block Sarah Hess, Blueberries, 2024 Fruit Print Lino
Key Critical Questions 6pts	<u>Objective Questions:</u> Where do you see prints in everyday life? What are some visual qualities you see in this work? (Color, texture, shape) What is the purpose of (this type of) printmaking? <u>Subjective Questions:</u> What are some things this work reminds you of? What is your first thought about this work? How does this work make you feel?

VOCABULARY AND LANGUAGE ACQUISITION	
Vocabulary 4pts	<p>Monochromatic: containing or using only one color</p> <p>Mono-printing: a form of printmaking where the image can only be made once</p> <p>Composition: the arrangement of elements within a work of art</p> <p>Organic materials: living (or formerly living) organisms as material, from feathers, leaves, rocks, twigs, pine cones or plants</p> <p>Printmaking: an artistic process based on the principle of transferring images from a matrix onto another surface</p> <p>Gel Printing: a form of mono printing that uses flexible printing plates to create textures and layers of color</p> <p>Printing Ink: an ink used in printing and consisting of a pigment or pigments of the required color mixed with oil or varnish</p> <p>Gel Pad: a soft silicone plate that allows you create beautiful prints without a press</p> <p>Brayer: printmaking tool used to thinly apply ink or paint onto a printing surface</p> <p>-----</p> <p>Repetition: the use of two or more of the same or similar elements such as colors, shapes, or lines</p> <p>Pattern: created by repeating or “echoing” the visual elements (such as line, shape, color, form, texture) in a recurring arrangement</p> <p>Balance: the distribution of the visual weight of objects, colors, texture, and space</p> <p>Line Symmetry: the work of art is the same on one side as the other, a mirror image of itself, on both sides of a centerline</p> <p>Radial Symmetry: symmetry in several directions</p> <p>Asymmetry: when an artwork's composition is not symmetrical, but balances visual weight between its two sides</p>

	<p>Lino Cutting: a relief print produced in a manner similar to a woodcut but that uses linoleum as the surface into which the design is cut and printed from</p> <p>Lino blocks: a form of block printing that involves carving a pattern or design into a linoleum, rubber or vinyl surface that can then be printed from</p> <p>Lino cutter: a relief print produced in a manner similar to a woodcut but that uses linoleum as the surface into which the design is cut and printed from</p> <p>Reductive Printmaking: made when an artist creates a multi-colored, layered print using a single print block</p> <p>Curate: to select and organize artistic works for a presentation (exhibit, show, or program)</p> <p>Positive Space: the area that contains the main subject or objects of the artwork</p> <p>Negative Space: the space around and between objects</p>
Language Tasks and Activities <i>2pts</i>	<p>Students will verbally describe and analyze works of art.</p> <p>Students will verbally compare and contrast the three methods of printmaking.</p>
Language Supports <i>2pts</i>	<p>Students will be presented with illustrated vocabulary in power-point. Students will be provided with paper handouts of illustrated vocabulary, as well as illustrated step by step instructions.</p> <p>Students will use vocabulary in in-class discussions.</p>

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS	
Adaptations and Accommodations <i>2pts</i>	
<ul style="list-style-type: none"> • Students will be provided with visual reference guides that breaks apart step by step instructions. • Students will be provided with a teacher-made “corner” to help students hold their prints for carving. 	
Enrichment and Extensions <i>1pt</i>	
<ul style="list-style-type: none"> • Advanced students will be tasked with mixing more complex and a higher range of colors in their prints. Advances students may also be asked to make more complex and balanced compositions. 	
Activity for Early Finishers <i>1pt</i>	
<ul style="list-style-type: none"> • Early finishers will be tasked with creating a print from a ballpoint pen and styrofoam. This is a very fast and easy to clean project that requires very little thought, but is a nice exercise in thinking of printed material. 	

OBJECTIVE-DRIVEN ASSESSMENTS <i>4pts</i>	
<ul style="list-style-type: none"> • Describe methods you will use as assessments. Link each assessment with an objective number and standard code. State whether each assessment is formative or summative. • Create 2.1.6 • Students will create and “turn-in” at least 7 works of art: 3 Gel Prints; 1 Stamp Print; 3 Linoleum Prints in a clean, dry, and composed manner. (Summative) • Presenting 4.1.6 • Students will individually choose, curate, and display to other classmates 6 printed artworks in a visually appealing manner: 3 Gel Prints; 3 Linoleum Prints. (Formative) • Responding 8.1.6 • Students will view a work of art and will collaboratively discuss and define at least 3 visual qualities per artwork. Students are required to write down on an exit slip at least 1 additional visual quality not discussed in class. (Formative) • Connecting 10.1.6 	

- Students will “turn-in” 4 thumbnail images that pertain to their current interests in the natural world. Students must be able to verbally describe and justify their artistic decisions and content pertaining to their interests in the natural world. (Formative)

REFERENCES 3pts

<https://www.warhol.org/lessons/rubber-stamping/>
<https://myartlesson.com/radial-print>
<https://www.youtube.com/watch?v=Cx7Ma28XdsQ&t=355s>
https://www.youtube.com/watch?v=F_d_NPMFkUI
<https://www.tiktok.com/t/ZTL2epneR/>
<https://www.tiktok.com/t/ZTL2eQFoD/>
<https://www.tiktok.com/t/ZTL2e7Cfe/>
 Sarah Smeister- ISU Printmaking Professor

INSTRUCTIONAL STRATEGIES

Teacher/student actions/instruction methods	Instruction Methods
<p>Launch (This is only five -ten minutes) <i>2pts</i></p>	
<p>This is where you will connect to the students, find out a bit about what they know, briefly review the previous day’s material, briefly tell them what they will be doing that day, and get them excited for each day’s lesson. State the goal for the day.</p>	<p>What are the ways you will group the students: whole group, small group, individual learning? You may use many instruction methods per lesson.</p>
<p>Instruction: A teacher should be able to read the instruction and know exactly what to do or ask. <i>5pts</i></p> <p><i>The following information can occur throughout the unit:</i></p> <p>After the Launch, what exactly will you do with the students and say to the students during the lesson? List your procedures here in order of occurrence starting each bullet point with either “The teacher will…” or “Students will…” From these points, any reader should be able to easily imagine all that will happen during this lesson from beginning to end. Introduce the unit rubrics.</p> <p>Include how you will provide formative feedback each day.</p> <p>Include discussions and demonstrations. Add the discussion questions here.</p> <ul style="list-style-type: none"> These questions should help students reason, think critically, and engage in higher-order thinking. Discussions and demonstrations can occur throughout the unit. Remember to break any demonstrations and sequential instructions down into step-by-step, age-appropriate language. 	<p>Instruction Methods</p>
<p>Closure <i>2pts</i></p> <p>Add activities, prompts, directions, attention grabbers, etc. to signal students that the lesson is ending.</p> <p>Describe activities that will reinforce students’ learning in this lesson or help students reflect on their learning experience.</p> <p>Add cleanup and how students will clean up.</p> <p>Tell students what they will be doing the next day.</p> <p>Continue wording these statements as you did above. Start each bullet point with either “The teacher will…” or “Students will…”</p>	<p>Instruction Methods</p>

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 1 (80 min)

<ul style="list-style-type: none"> Launch <i>2pts</i> 	<p>Instruction Methods</p>
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<p>Students will be able to settle into class (3 Min) Teachers will introduce themselves and address the class Teachers will verbally state the goal for the day: "Today we will discuss the Unit Plan for the weeks that we will be teaching, which is the different types of printmaking" (2 Min) 5 TOTAL MIN</p>	<ul style="list-style-type: none"> • Student's will be tasked with participating in a Whole-Class Discussion that will occur periodically throughout the Unit Powerpoint Presentation.
<ul style="list-style-type: none"> • Instruction <i>5pts</i> 	<p>Instruction Methods</p>
<p>1. Students will review a PowerPoint that demonstrates specific details of our unit, the expectations we have for the students, what students may expect from us, alongside visual and verbal prompts to discuss the students prior knowledge on print-making, such as where they have seen prints unitized in parts of everyday life.</p> <p>AISO IN THE POWERPOINT Students will also be prompted on works of art and artists that unitize printmaking, and delve into artists that use printmaking to replicate nature.</p> <p>Students will then be prompted on their knowledge of nature, and some vocabulary words relating to the elements and principles of design, such as pattern, texture, color, and balance (symmetry). (We will formally define these terms in the next lesson)</p> <p>Students will be able to display their knowledge through these prompts and be involved in whole class discussions.</p> <p>Students will close out this powerpoint by discussing the first type of printmaking: Gelli Printing.</p> <p>Students will discuss the process and review artworks for this medium as a whole class discussion included still in the PowerPoint, and will move into our objectives for the first portion of the print-making unit.</p> <p>Student's will have the lesson for the day described to them: Gathering and flattening natural, sourced materials that allow for Gel Printing for the next class period.</p> <p>Students will receive positive and descriptive feedback as the discussion continues, such as "Very good answer!", or "Great idea, can you add to it?" (35 MIN)</p> <p>OFF OF THE POWERPOINT</p> <p>2. Students will be tasked with taking a small class field trip to the school's lawn in search of natural materials that may be used for Gel printing. Student's will be given a list of items to find, such as bark, leaves, pinecones, and sticks. (20 Min)</p> <p>3. Students will watch a live demonstration on how to flatten the materials (2 min)</p> <p>4. Students will flatten materials and store in a predetermined (by teachers) place. (13 min) (35 MIN) 70 TOTAL MIN</p>	<ul style="list-style-type: none"> • Student's will be assigned a "buddy" (Groups in 2) for the "field-trip". • Students will then be working individually on flattening the materials.
<ul style="list-style-type: none"> • Closure <i>2pts</i> 	<p>Instruction Methods</p>
<p>To close this lesson, students will be tasked with cleaning up any materials used for the day; Students will be asked to clean up any communal materials, as well as, individual materials. (There should not be any for this specific lesson besides found objects students may not want anymore)</p> <p>Lastly, students will reflect on their learning by writing down one thing they enjoyed/ want to know more about for this lesson. If there is not enough time, students will be tasked with thinking , in a justifiable manner, about something they want to know more about in the next class period pertaining to the lesson.</p>	<ul style="list-style-type: none"> • Students will be working individually to write down/ gather ideas.

<p>Student's will be verbally reminded of the work they will be doing for the next class period.</p> <p>5 TOTAL MIN</p>	
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INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 1 IF STUDENTS GATHER MATERIALS PRIOR (80 min)

<ul style="list-style-type: none"> Launch 2pts 	<p>Instruction Methods</p>
<p>Students will be able to settle into class (3 Min) Teachers will introduce themselves and address the class (2 Min) 5 TOTAL MIN</p>	<ul style="list-style-type: none"> Student's will be tasked with participating in a Whole-Class Discussion that will occur periodically throughout the Unit Powerpoint Presentation.
<ul style="list-style-type: none"> Instruction 5pts 	<p>Instruction Methods</p>
<p>1. Students will review a PowerPoint that demonstrates specific details of our unit, the expectations we have for the students, what students may expect from us, alongside visual and verbal prompts to discuss the students prior knowledge on print-making, such as where they have seen prints unitized in parts of everyday life.</p> <p>AISO IN THE POWERPOINT Students will also be prompted on works of art and artists that unitize printmaking, and delve into artists that use printmaking to replicate nature.</p> <p>Students will then be prompted on their knowledge of nature, and some vocabulary words relating to the elements and principles of design, such as pattern, texture, color, and balance (symmetry). (We will formally define these terms in the next lesson)</p> <p>Students will be able to display their knowledge through these prompts and be involved in whole class discussions.</p> <p>Students will close out this powerpoint by discussing the first type of printmaking: Gelli Printing.</p> <p>Students will discuss the process and review artworks for this medium as a whole class discussion included still in the PowerPoint, and will move into our objectives for the first portion of the print-making unit.</p> <p>Student's will have the lesson for the day described to them: Gathering and flattening natural, sourced materials that allow for Gel Printing for the next class period.</p> <p>Students will receive positive and descriptive feedback as the discussion continues, such as "Very good answer!", or "Great idea, can you add to it?" (35 MIN)</p> <p>OFF OF THE POWERPOINT Students will be tasked with displaying their flattened items. (10 MIN) Teachers will introduce the next activity where students will be asked to arrange their materials, focusing on composition. Teachers will give a live demonstration of how to arrange and trace the materials, while reinforcing vocabulary, such as "pattern and composition". (3 min). Teachers will create visual perimeters (A piece of paper and a pencil that allows for students to mark notes on any composition that they may like. Students will compose at least one marked composition, but tracing over the materials, or marking where some materials may lay. If students have tracing difficulties, teachers will be able to digitally capture the image and print the image for the student to have for the next period.</p>	<ul style="list-style-type: none"> Students will be tasked with a composition exercise that will be done independently, with the help of peers.

<p>Students will play with composition and arrangement of materials. Students will be provided promptive feedback from teachers(s) as students are actively working on their arrangements. (17 MIN) This may be suggestions such as “This looks very good! How are you doing with this piece? Have you tried putting something in this space? How can we arrange that to make this fit?”</p> <p>Students will not be bound to this composition for the next workday. This is simply an exercise with hopes of inspiring the students.</p> <p>70 TOTAL MIN</p>	
<ul style="list-style-type: none"> Closure <i>2pts</i> 	Instruction Methods
<p>To close this lesson, students will be tasked with cleaning up any materials used for the day; Students will be asked to clean up any communal materials, as well as, individual materials. (5 MIN)</p> <p>Lastly, students will reflect on their learning by writing down one thing they enjoyed/ want to know more about for this lesson. (5 MIN)</p> <p>10 TOTAL MIN</p>	

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 2

<ul style="list-style-type: none"> Launch <i>2pts</i> 	Instruction Methods
<p>Students will be able to settle into class</p> <p>Teachers will introduce the lesson and objective for the day: Students will explore the properties of monochromatic Gel Printmaking with found, natural materials.</p> <p>10 TOTAL MIN</p>	<ul style="list-style-type: none"> Independent work.
<ul style="list-style-type: none"> Instruction <i>5 pts</i> 	Instruction Methods
<ol style="list-style-type: none"> Teachers will introduce the powerpoint that describes the type of printing (Gel), the vocabulary, and the tools required for printing. There will be examples of artworks as we go, such as the teacher’s examples, and the artist examples, such as ones that we had discussed in the previous class. Students will be prompted questions through the powerpoint, such as, “Does anyone remember what we talked about last class?” or “Who was your favorite artist from last class? Can anyone tell me why?” 10 min Teachers will then give a live demonstration of the printmaking and cleaning process using the projector and camera. Students may remain in their seats. 5 min Students will gather materials and bring them back to their desks. Students will get to freely make prints using their natural materials. Students will use this time to explore printmaking using symmetry. Teachers will help dry works and help store them for students. Teachers will walk around and help any students that may need it. Teachers will provide Students with the prompt to ask any questions about the process. 45 MIN <p>60 TOTAL MIN</p>	<ul style="list-style-type: none"> Student’s will be tasked with participating in a Whole-Class Discussion that will occur periodically throughout the Unit Powerpoint Presentation.
<ul style="list-style-type: none"> Closure <i>2pts</i> 	Instruction Methods
<ul style="list-style-type: none"> To close this lesson, students will be tasked with cleaning up any materials used for the day. Students will be asked to clean up any communal materials, as well as individual materials. Teachers will help guide clean-up. To reinforce the lesson, students will be tasked with creating at least 3 prints. <p>10 TOTAL MIN</p>	<ul style="list-style-type: none"> Independent work.

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 3

<ul style="list-style-type: none"> • Launch <i>2pts</i> 	Instruction Methods
<p>Students will be able to settle into class. Teachers will introduce the lesson and objective for the day: Students will explore the properties of Stamp Printmaking, such as the importance of a “signature” on works.</p> <p>10 TOTAL MIN</p>	<ul style="list-style-type: none"> • Independent work.
<ul style="list-style-type: none"> • Instruction <i>5pts</i> 	Instruction Methods
<ul style="list-style-type: none"> • Teachers will introduce the powerpoint that describes the type of printing, the vocabulary, and the tools required for stamp printing. There will be examples of artworks, such as the teacher’s examples, and the artist examples. Students will be prompted questions through the powerpoint, such as “Why is it important to sign your work?”. 10 min • Teachers will then give a live demonstration of the carving and cleaning process using the projector and camera. Students may remain in their seats. 5 min • Students will gather materials and bring them back to their desks. Students will get to freely make prints. Students will use this time to explore printmaking using symmetry. Teachers will help dry works and help store them for students. • Teachers will walk around and help any students that may need it. Teachers will provide Students with the prompt to ask any questions about the process. 45 MIN <p>60 TOTAL MIN</p>	<ul style="list-style-type: none"> • Student’s will be tasked with participating in a Whole-Class Discussion that will occur periodically throughout the Unit Powerpoint Presentation.
<ul style="list-style-type: none"> • Closure <i>2pts</i> 	Instruction Methods
<ul style="list-style-type: none"> • To close this lesson, students will be tasked with cleaning up any materials used for the day. Students will be asked to clean up any communal materials, as well as individual materials. • To reinforce the lesson, students will be tasked with writing down why they chose the image they did for their stamp. <p>10 TOTAL MIN</p>	<ul style="list-style-type: none"> • Independent work.

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 4

<ul style="list-style-type: none"> • Launch <i>2pts</i> 	Instruction Methods
<p>Students will be able to settle into class. Teachers will introduce the lesson and objective for the day: Students will explore the properties of linoleum printmaking, such as the replicable patterns and aspect of nature.</p> <p>10 TOTAL MIN</p>	<ul style="list-style-type: none"> • Independent work.
<ul style="list-style-type: none"> • Instruction <i>5pts</i> 	Instruction Methods
<ol style="list-style-type: none"> 1. Teachers will introduce the powerpoint that describes the last type of printing, the vocabulary, and the tools required for linoleum printing. There will be examples of artworks, such as the teacher’s examples, and the artist examples. Students will be prompted questions through the powerpoint, such as “” 15 min 2. Students will be prompted after the powerpoint to make 4 thumbnail sketches per the assignment. Teachers will walk around giving feedback to students and helping those that may need it. Student’s must discuss their final idea with a teacher. Students will be asked to expand on their favorite thumbnail. 30 min 	<ul style="list-style-type: none"> • Student’s will be tasked with participating in a Whole-Class Discussion that will occur periodically throughout the Unit

<p>3. Students will then be tasked with drawing their final ideas onto the linoleum block. 15 min 60 TOTAL MIN</p>	<p>Powerpoint Presentation.</p>
<ul style="list-style-type: none"> Closure 2pts 	<p>Instruction Methods</p>
<ul style="list-style-type: none"> To close this lesson, students will be tasked with cleaning up any materials used for the day. Students will be asked to clean up any communal materials, as well as individual materials. To reinforce the lesson, students will be tasked with turning in 4 ideas, where one of designs will be printed <p>10 TOTAL MIN</p>	<ul style="list-style-type: none"> Independent work.

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 5

<ul style="list-style-type: none"> Launch 2pts 	<p>Instruction Methods</p>
<p>Students will be able to settle into class. Teachers will introduce the lesson and objective for the day: Students will explore the properties of linoleum printmaking, such as the replicable patterns and aspect of nature, and start making their prints 10 TOTAL MIN</p>	<ul style="list-style-type: none"> Independent work.
<ul style="list-style-type: none"> Instruction 5pts 	<p>Instruction Methods</p>
<ol style="list-style-type: none"> Teachers will introduce the powerpoint that describes the last type of printing, the vocabulary, and the tools required for linoleum printing. There will be examples of artworks, such as the teacher's examples, and the artist examples. Students will be prompted questions through the powerpoint. 10 min Teachers will then give a live demonstration of the carving and cleaning process using the projector and camera. Students may remain in their seats. 5 min Students will gather materials and bring them back to their desks. Students will get to freely make prints. Students will use this time to explore printmaking using symmetry. Students will be tasked with using stamps to mark their prints. Teachers will help dry works and help store them for students. Teachers will walk around and help any students that may need it. Students will be prompted to ask any questions about the process. 45 MIN <p>60 TOTAL MIN</p>	<ul style="list-style-type: none"> Student's will be tasked with participating in a Whole-Class Discussion that will occur periodically throughout the Unit Powerpoint Presentation.
<ul style="list-style-type: none"> Closure 2pts 	<p>Instruction Methods</p>
<ul style="list-style-type: none"> To close this lesson, students will be tasked with cleaning up any materials used for the day. Students will be asked to clean up any communal materials, as well as individual materials. To reinforce the lesson, students will be tasked with demonstrating 3 linoleum prints. 	<ul style="list-style-type: none"> Independent work.

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 6

<ul style="list-style-type: none"> Launch 2pts 	<p>Instruction Methods</p>
<p>Students will be able to settle into class. Teachers will introduce the lesson and objective for the day: Students will curate a mini critique that demonstrates their 6 "best" prints (3 linoleum and 3 gel).</p>	<ul style="list-style-type: none"> Independent work.

10 TOTAL MIN	
<ul style="list-style-type: none"> • Instruction 5pts 	Instruction Methods
<p>5. Teachers will introduce the powerpoint that describes the process of picking out and curating works of art. Students will be given a prompt to think about their works as a whole, and how to curate them in a meaningful, and visually appealing way. Students will examine exhibitions and quality prints pertaining to the same subject matter for this unit. 15 MIN</p> <p>6. Students will then be tasked with displaying and picking 6 of their best prints. Students work with the teacher to display/present/share the work. Students will take turns, in small groups, discussing and critiquing the works. 35 min.</p> <p>50 TOTAL MIN</p>	<ul style="list-style-type: none"> • Student's will be tasked with participating in a Whole-Class Discussion that will occur periodically throughout the Unit Powerpoint Presentation.
<ul style="list-style-type: none"> • Closure 2pts 	Instruction Methods
<ul style="list-style-type: none"> • To close this lesson, students will be tasked with cleaning up any materials used for the day. Students will be asked to clean up any communal materials, as well as individual materials. • To reinforce the lesson, students will be tasked with a self-assessment using the rubric. Students will state why they gave themselves those scores. <p>20 TOTAL MIN</p>	<ul style="list-style-type: none"> • Independent work.

101pts

* Developed and written by (Maryanna Amaral, Braden Jacobsen, and Marina Mercado), Art Education, Illinois State University, 2024
The unit will include more than five days. Workdays may be repeated. Example: INSTRUCTIONAL STRATEGIES AND LEARNING TASKS WORKDAYS 4-5. Detail what goes on on day 4 then move on to DAY 6.

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Checklist for creating an effective unit plan based on CCAST (not necessarily in this order):

- Create and distribute a questionnaire or have a discussion to get to know students' interests/experiences/capabilities – academic or skill-based. This will inform your lesson creation.
- How will your lesson be culturally relevant and relate to past and future lessons students experience?
- How will your lesson engage students in critical thinking?
- At the beginning of the unit, give an overview of the project process, the big idea, and the rubrics – always introduce rubrics at the unit's beginning so students know what to expect.
- Each day, conduct a short lesson launch with **the goal for the day** (a preview of the day). At the end of each day include a short recapping closure with a preview of the next day's lesson. **Launch and closure are part of your daily routines.**
- **Include several methods of formative assessment each day** that will inform you of the success of your instruction and help you to provide timely feedback to your students on their successes and room for growth.
- **Include technology.**
- Introduce the artists/designers/architects and the big idea - a small group question/answer session -can be oral and with written prompts (handout). Connect this to the students' lives. Students describe, analyze, and interpret the artists' work. This does not have to be during the first lesson and can be throughout several lessons. Use artist handouts, videos, etc.
- **Conduct a brainstorming session** that allows students to come up with ideas/sketches/videos – this should include student annotation – what are those ideas about? How are they connected to the big idea? Annotations allow you to know what students are thinking. Do an activity that allows for guided student research - provide websites or something for students to read or do with teacher prompts. Have the students record this research digitally, in a sketchbook, etc. Provide teacher and peer feedback on the brainstorming ideas.
- Sometime in the lesson, conduct a short in-process peer review with prompts so a student can ask their partner "What is the artwork conveying? How is the artwork conveying this?"
- **Show the teacher example(s)** and explain your reasoning behind it and the process you went through to make it. Connect them to the big idea and unit artists. Explain your influences.
- **Have a routine for materials distribution and cleanup.**

- Demonstrate how to use the materials. There could be several process steps here.
- **Have students do practice activities with the materials.** Allow enough lesson time for this – it will save time in the end. The teacher gives feedback.
- Students make their artwork –. It can work well to have high school students work in a small series to allow them to progress with their work and come to deeper understandings about it and themselves. The artwork can be on a smaller scale. A series is less threatening than one finished artwork.
- Demonstrate how to write an artist statement and show students yours. The class may practice by writing a statement together. Have the students write an artist statement before the critique so they have something to say.
- Students revise the work and the statement before handing them in.
- Have students do a guided small group critique, using prompts from the rubric to give feedback on the work and the statement, or use the sandwich method – something good, a suggestion, something good The teacher makes suggestions.
- **Connecting- Written Prompt- Create handout**