

Rose Cushwa
Nature Printmaking Workshop
4th- 5th Grade
9 - 45 minute classes

Big Idea: Throughout time and across cultures people have had important relationships and connection to nature.

Nature is important to art, both as inspiration and by providing materials

Summary: Students will explore Printmaking and natural materials through experimental printing (using vegetables, stamps, etc), creating styrofoam printing plates, and collagraph prints. In the styrofoam and collagraph plates students will use the same natural object as inspiration and reference, allowing them to explore the different potentials of printmaking materials.

Rationale:

By viewing and creating art inspired by, and using, nature; students will appreciate nature as inspiration and material and participate in a long tradition of capturing nature through artmaking. Experimenting and creating with variations of a medium are important practices for artist behavior. By creating a variety of plates and print students will learn the potential and limitations of different forms of printmaking.

Key Concepts:

- Natural Materials are used in art making
- Nature inspires art
- Art can bring awareness and appreciation to nature

Essential Questions:

- How can we use natural materials in art making?
- What inspires us from nature?
- How can we show appreciation for nature through our art?



National Standards:

VA:Cr2.2.4a
When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

VA:Cr2.1.4a
Explore and invent art-making techniques and approaches.

VA:Cr3.1.4a
Revise artwork in progress on the basis of insights gained through peer discussion

VA:Cr2.1.5a
Experiment and develop skills in multiple art-making techniques and approaches through practice,

Pennsylvania Standards

9.1.5.A
Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.5.C
Know and use fundamental vocabulary within each of the arts forms.

Objectives:

Students will...

Knowledge:

- Understand how artists use, and are inspired by nature through discussion and art-making.

Skills

- Stretch and explore through experimental printing with natural materials.
- Carefully create a styrofoam and collagraph printing plate, and series of prints.

Dispositions

- Realize the importance of studio behaviors and care using a variety of shared materials.

Assessments:

Formative Assessment:

- Teacher check for approval and feedback before transferring drawings to styrofoam and before sealing collagraph plates
- Closure questions for assessment of learning

Summative Assessment:

- Disposition and studio behavior check sheet
- Students will complete a self reflection
- Rubric attached

Week 1 and 2

Assessment:

Formative:

- Review student drawings between day 2 and 3 and approve or make suggestions before moving to transfer (can be done in class or between classes)
- Students self assess after first prints and make necessary changes to printing plates
- Final styrofoam prints should be assessed by teacher for anything that needs to be addressed/retaught before finalizing collagraph plates

Summative:

- Disposition check sheet

Preparation:

- Obtain and cut various fruits and vegetables (apples, broccoli, peppers, etc)
- Cut paper and styrofoam printing plates

Day 1:

Motivation/Engagement:

Demonstrate fruit and vegetable printing – emphasize expectations for care of materials and sharing printing stations. Ask students to **experiment with how many different kinds of marks they can make**. Also demonstrate observing and correcting problems- if you use too much paint it will just be a blob so use less next time

Development:

Students will print food using paints and brushes. Students waiting for printing stations should print with a selection of stamps using markers and encouraged to combine them to create images, patterns, etc

Close: Students share techniques they discovered with either material

Day 2:

Motivation/Engagement:

Hokusai “The Wave” famous version and older version. Raise hands for recognition of each piece. (Ideally this artwork will have already been displayed in the classroom or taught to students, but many will likely recognize the piece either way)

Discuss how artists create, reflect, and revise

Development:

Intro to Printmaking and drawing natural objects. Students start creating four drawings

Close:

Students trade papers and star the drawing they think will make the best print

Day 3:

Motivation/Engagement:

Print teacher demo to show students end result for their plates

Development:

Students finish or make any final revisions to their drawings and transfer them to styrofoam

Close:

Return experimental prints to students, they will choose the one they think is most successful, write “why” on a sticky note, and return that print with note attached to the teacher.

Day 4:

Motivation/Engagement:

Printing demo

Development:

Students will create one print of their styrofoam plate and assess with a partner if they want to make any changes. Students can then begin printing their full 3x3 grid paper.

Close:

Gallery walk for students to view each other's prints

Day 5:

Motivation/Engagement:

Intro to collagraphs

Development:

Students who did not finish printing their grid will be able to print. All other students should begin working on their collagraphs. Any pieces should be stored in labeled envelopes between classes.

Close:

Sticky notes – What are you doing differently in your collagraph plate then you did in your styrofoam plate? (Could be changes to something they didn't like in styrofoam, or something that needs to change because of the different medium.

Week 3 and 4

Assessment:

Formative:

- Ensure every collagraph is receiving teacher feedback either in class, or between classes to ensure successful prints
- Students self assess different printing techniques for most successful prints

Summative:

- Disposition check sheet.
- Final Rubric

Preparation:

- Will need a sealed collagraph plate as well as the in progress plate for demos

Day 6:

Motivation/Engagement:

Ask students to share in progress collagraphs and materials/paper cutting techniques they are using

Development:

Finish working on collagraphs and seal. Early finishers can make additional styrofoam prints.

Close:

Gallery walk collagraph plates

Day 7:

Motivation/Engagement:

How to print collagraphs in relief, intaglio, and both

Development:

Printing

Close:

Write down what techniques are getting the best results for collagraph plate (Relief, intaglio, or both)

Day 8:

Motivation/Engagement:

Gallery walk prints in progress, ask students to look for someone who is having success with a different technique than them (ex. If their prints look best in relief, look for someone whose intaglio or combined prints look best)

Development:

Printing

Close:

Raise hands for favorite technique, relief, intaglio, or both

Day 9:

Motivation/Engagement:

Students select favorite collagraph print to hang up. Students will fill out reflection sheet and share answers verbally or have answers read by teacher

Development:

Students hang and view styrofoam grid and chosen collagraph print. Students either verbally share the answers to reflection questions, or can have their answers read by teacher

Close: Students choose one of their collagraph cards and write a note to another teacher

Materials:	Student Materials:	Broccoli, Apples, Peppers, etc cut in half
Teacher Materials:	4"x3" Styrofoam Printing Plate	Acrylic Paint
Nature Printmaking Presentation	4"x6" Cardboard base for collagraph	Various Stamps
Teacher Samples for Demos	Collagraph supplies: Paper, Cardboard	Mr. Sketch Markers
Natural Objects Powerpoint/Photobank	(Optional, ribbon, dried plants, etc)	Extra paper
	Modge Podge	Envelopes to store collagraph pieces between classes
	Printmaking supplies: Ink, Brayer, Etc	
	9"x12" Paper	
	6"x8" Paper	

Natural Objects Powerpoint/Photobank

6"x8" Paper

Envelopes to store collagraph pieces
between classes

[illegible]

	Above and Beyond	Right on Target	Needs Work	Needs Help
Knowledge	Student demonstrated a strong understanding of the way nature can inspire and be used in art making through discussion, reflection, and making additional connections to artwork and art materials as well as utilizing nature for their inspiration.	Student demonstrated understanding of how artists use nature to inspire and create through reflection, discussion, and utilizing nature for their inspiration.	Student understood that artists use nature as inspiration, but struggled to connect that knowledge to choosing their own subject from nature. Student did not demonstrate an understanding of natural materials as art materials in discussions or reflections.	Student demonstrated a lack of understanding of nature as inspiration or material for art making. Student tried to connect or create artwork using topics outside of nature, or resisted use of natural materials. (Note- with the exception of sensory reasons in terms of fruit etc being dipped in paint)
Experimental Printing/Stretch and Explore Skill	Student created a wide variety of mark-making and printing effects with experimental materials and printing plates. Student demonstrated self-assessment by making changes based on their own work.	Student experimented with all available printmaking materials and printing plates. Student combined elements and attempted different ways of printing with the materials.	Student completed prints using a variety of the materials provided, but did not stretch and explore different ways of mark making and only showed a limited amount of combining prints and ideas	Student did not utilize the range of materials provided. Student did not experiment with materials or combine prints to create new imagery. Work shows either a lack of care or lack of understanding.
Styrofoam and Collagraph Printing Skill	Student carefully planned and constructed a styrofoam plate, and a collagraph plate using multiple materials that created an artistically pleasing final images for print.	Student carefully constructed a styrofoam plate, and collagraph plate using paper and cardboard that created final prints showing their natural object.	Student created a styrofoam plate and collagraph plate, but was not careful in rendering their image. Plates are not well designed, or the natural object is difficult to identify.	Students styrofoam and collagraph plates do not show their natural object, or care in construction.
Dispositions	Student demonstrated strong care and contribution to studio environment by assisting in clean up, supporting class mates, sharing space and materials, and careful self-revision	Student contributed to studio environment by ensuring their own space and materials were cleaned up, and patiently taking turns and sharing space with classmates	Student often needed reminders and support to clean up space and materials, and struggled to share space and materials with classmates	Student did not clean up materials and space without direct supervision. Student could not appropriately share space and materials with other students.





Name: _____

Printmaking Reflection

Is this collagraph printed in Relief, Intaglio, or both?

Is this your first collagraph print?

If not, what did you change from your first print?

Why is this your favorite?

Which process of printmaking did you like best? (Stamping,

Food, Styrofoam, Collagraph)

What is something you learned during this lesson?

Name: _____

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