

Let's Make a Change!

Intended grade level(s) / age(s): 6th Grade/Middle School

Big Idea / Central concept: Change, History, Printmaking

Essential Questions:

1. What is history?
2. How can people promote change over time?
3. How have the processes of printmaking changed over time?

National Arts Standard(s):

- VA:Cn11.1.6a – Analyze how art reflects changing times, traditions, resources, and cultural uses.
- 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.



OH State Arts Standard(s):

- 6.2PE – Identify technical skills that impact artmaking.
- 6.1CO – Identify how art reflects changing cultures over time.
- 6.3CO – Link observations, life experiences and imagination for personal and creative expression.
- 6.3CR – Synthesize the elements of art and principles of design to plan works of art.

Artists to be Discussed/Shared:

- Barbara Jones-Hogu – Painter, printmaker and founding member of AfriCOBRA (African Commune of Bad Relevant Artists), a Chicago-based organization of black artists started in 1968.
- Ali Ferzat – Syrian cartoonist and artist. Ali's art promotes an idea of change within his government for better human rights and freedom of thought using humor.
- Brandan "BMike" Odums – New Orleans-based artist who challenges societal norms with his bold street art, murals, and art exhibitions.
- Davide Bonnazi – Italian freelance illustrator whose work has been displayed by many major publishers. He aims to create clever visuals of complex topics and narratives with witty images.

Key Vocabulary:

- History – The study of change over time
- Printmaking – Process based on the principle of transferring images from one surface to another, mostly commonly paper or fabric.

- Relief – Process consisting of cutting or etching a printing surface in a way that all that remains of the original surface is the design to be printed.

Learning Objectives:

- Students will identify changes they would like to promote for their own lives and apply these ideas/experiences to create an artwork in which the student has a meaningful statement to make. (6.1CO) (6.3CO) (VA:Cn11.1.6a)
- Students will use imagery and formal elements/principles such as color, composition, and texture to produce a meaningful image expressing a statement about the concept of change. (6.3CR)
- Students will create a relief print while demonstrating an effective and safe use of printmaking tools and techniques. (VA:Cr2.2.4a) (6.2PE)

Art Activity: Students will create a relief print using styrofoam plates to construct an image that promotes an idea of change.

Materials:

Per Student:

- Pencil
- 5 ½" x 3 ¾" Piece of paper
- 5 ½" x 3 ¾" Pre-cut styrofoam plate
- Paper towel or newsprint (table mat)
- Colored Pen (for carving)
- A small strip of masking tape (for taping paper to plate)

Per Pair of Students to Share:

- Black Block Printing Ink
- Sponge Brayer
- Paper Plate (to act as an ink tray)

For Background Pieces:

- Colored & White Construction Paper
- Pencils, markers, crayons, colored pencils, markers, etc. (to create a unique background)

Presentation Link:

<https://docs.google.com/presentation/d/1neMjjdeQsvBKPrAXc51eUqXIBJJTxj3H1NaPVp7-0Tc/edit#slide=id.p1>

Artist's Statement Worksheet:

https://drive.google.com/file/d/1FdpBQDYR-GRf3-dWXRqXeyx6As17EpfJ/view?usp=share_link

Lesson Sequence

Opening Activity/Discussion/Presentation (20 min. Slides 1-9)

- Have students observe posters and identify effective factors promoting the poster's main idea: (turn & talk, then share as class)
 - flashing bright colors?
 - eye-catching patterns/designs

- simple images and fonts
- Word Choice
- easy to read/understand
- Ask questions like “what do you notice about this piece of art?” and “What kind of change do you see in this piece of art?”
- Have students brainstorm changes they’d like to make at school (can be silly or more serious. Ex: More food options, cultural change, larger dorms, etc.)
- Go back to Artists’ works and connect these ideas.
- Introduce printmaking practices and the project.

Artistic Production/Steps/Demo (25 min. Slides 11-16)

- Students will make artistic choices to create their own print applying the information learned by following the steps provided to them in the slide presentation .
 - First students will draw their image on their styrofoam plates on a template. (making sure image is reversed)
 - Students will then tape their template on their styrofoam plate
 - Students then trace their template using a colored pen pressing hard to ensure the styrofoam indents
 - After students trace their template they will then trace the indents made into the styrofoam to make thick indents into your plate that won’t pick up ink
 - With a table partner students will then ink up their styrofoam plates
 - Students will then select their background (can be colored, white, or even a background they’ve customized)
 - After selecting their background paper students will make their final print by placing their plate ink-side down & using their hands to adding the appropriate pressure on top
- We will be walking around the room for any assistance along with leaving the slides up for students to look back at.

Clean-Up (10 min. Slide 17)

- For Clean-up, we are using a buddy/partner system where each partner will be assigned a color and they will be responsible for completing the clean-up task corresponding to that color on the clean-up presentation slide.

Reflection/Closure (10 min. Slide 18)

- Students will be responsible for writing an artist statement to reflect on the meaning of their prints they created since art can be interpreted many ways.
- Students will have to explain in 4 sentences the idea of change within their artwork and the choices they made to depict it.

Assessment

	Excellent	Satisfactory	Needs Attention	Assessment Method
<p>Concept (10 pts.)</p> <p>Students will identify changes they would like to promote in their own lives and apply these ideas/experiences to create an artwork in which the student has a meaningful statement to make.</p>	<p>Student's print thoughtfully responds to a change the student would like to promote in an expressive, symbolic or literal way depicting change.</p>	<p>Student's print is linked thematically with the concept of change, though there may not be a specific statement being made.</p>	<p>Student's artwork is unfinished.</p>	<p>Student's written statement explains the concept of change within the student's print and the ways in which the student meaningfully depicts this concept.</p>
<p>Aesthetics (10 pts.)</p> <p>Students will use imagery and formal elements/principles such as color, composition, and texture to produce a meaningful image expressing a statement about the concept of change.</p>	<p>Student skillfully applied imagery and formal elements/principles to produce a meaningful image that expresses the concept of change</p>	<p>Student acknowledges formal elements/principles and shows some consideration of expressing a meaningful image and the concept of change</p>	<p>Student's artwork is unfinished.</p>	<p>Student's written statement will describe the student's intentions to use formal elements/principles in a thoughtful way.</p> <p>Final artwork will be examined to determine whether formal principles/elements were thoughtfully used effectively.</p>
<p>Execution (10 pts.)</p> <p>Students will create a relief print while demonstrating an effective and safe use of printmaking tools and techniques.</p>	<p>Students skillfully applied knowledge of printmaking techniques and safety in a successful way.</p>	<p>Student attempted to apply knowledge of printmaking techniques in a mostly safe way</p>	<p>Student's artwork is unfinished.</p>	<p>Final artwork will be examined to determine whether printmaking techniques were used effectively and with care.</p>
<p>Reflection (10 pts.)</p>	<p>Student wrote a thoughtful artist's statement with at least 4 sentences.</p>	<p>Student wrote a thoughtful artist's statement with at least 1-3 sentences.</p>	<p>Student did not write an artist's statement.</p>	<p>Graded on completion</p>

Acknowledgments

Styrofoam Printmaking Tutorial Idea:

<https://thatartteacher.com/2021/03/10/styrofoam-printmaking-art-lesson/>

Barabara Jones-Hogu:

<https://americanart.si.edu/education/oh-freedom/barbara-jones-hogu>

Brandan "BMike" Odums:

<https://amplifier.org/campaigns/normalizing-opportunity/>

<https://www.bmike.co/>

Ali Ferzat:

<https://www.cartooningforpeace.org/en/soutiens/ali-ferzat-syria/>

<https://www.theguardian.com/world/gallery/2013/aug/19/ali-ferzat-cartoons-in-pictures>

<https://www.arabritishcentre.org.uk/ali-ferzat-in-his-own-words/>

Davide Bonazzi:

<https://www.davidebonazzi.com/portfolio.html>

<https://www.monmouth.edu/magazine/a-new-school-of-thought/>