

Week 2 Performance Task: Creating a Collograph

Learning Goal:	The student will be able to demonstrate knowledge of various printing processes, with a focus on collography , but including monoprinting, and linocut, and learn techniques, vocabulary, and how to apply the elements of art and the principles of design to produce a print.												
Essential Question:	What did this printing unit teach me about how to effectively apply the elements of art and principles of design to create my collograph plate and prints?												
10-15 Assessment Questions	1. What is a collograph? 2. What are the basic tools used to make a collograph print? 3. What is a printing plate? 4. How do I apply materials to a printing plate? 5. What subject can I use for my printing plate? 6. Why did I choose the materials I did for my printing plate? 7. Which elements of art should I consider when designing a printing plate? 8. Which principles of design should I consider when designing a printing plate? 9. Can I name at least two print artists? 10. What are the origins of printed art? 11. How do artists use images and symbols to communicate an idea? * 12. Why do artists use printmaking to make images? * 13. How do different textures help make a composition visually interesting? *												

Unit Title:	Day 1		Day 2		Day 3	
Lesson Plan Title	A Call to Collography		Assemble and Attach: Making the Plate		Primed to Print	
Learning Goal Note: Each day your daily plan should have a different title to grab students' attention.	2.0 I know what printed artwork is, and I understand the origins of the collograph. 3.0 I am able to identify and name some basic tools used for printing. 4.0 I understand the concept of the printing plate and feel confident moving forward with the project, using the design I created.	2.0 I understand which materials will work best for my collograph plate. 3.0 I consider which elements of art and design principles will help me create a successful artwork.	2.0 I understand the tools I need to begin the printing process. 3.0 I am able to properly apply the ink or paint to my printing plate and make a print.	4.0 I can make prints with my plate and see where I need to make adjustments in inking or pressure, so as to make my prints clearer and cleaner. I am also able to evaluate which		

				materials made the most visually interesting features.
Daily Essential Question Note: Each day the students should be asked a question that they strive to answer by the end of the class period	How can I communicate my ideas, experiences, and stories through this medium?	Why do you think artists use printmaking to make images?	Which plate materials created the most visual interest?	
Formative Assessment Note: Each day, you will need feedback on how students are progressing towards mastery of their learning goal, how will you assess them?	Exit Slip: What's the coolest thing I learned about calligraphy today?	Red/Yellow/Green Cards: Students can use these cards that will be placed each workspace to indicate their understanding of the material as I'm presenting it.	Observation: I will view each of my students' work to determine whether they have a grasp of the plate and printmaking process of calligraphy.	

* These questions are from the Ontario Art Education Association

Week 2: Discussion Response

How will I chunk the content? How will I allow for students to process and practice with this new knowledge?

The problem I often face when introducing new art units is keeping my students from forging ahead before they understand what they are to do! There's something about seeing all of the unfamiliar and interesting tools and materials laid out on their workspaces that often inspire glee and giddiness. So, once I get my class under control, I start my lesson by showing them a piece of art that exemplifies the art process we are going to be learning about.

Any art-making process has various steps, and printmaking is no different. But before I get into the process of printmaking, I want my students to learn a bit of printmaking history. I will spend some time showing them examples of printed art – this would be my **first “chunk”** of information taught to my class. After learning a brief history of printmaking, I would interact with my students on the art I present, asking their thoughts on the pieces. Questions might include:

1. What specific elements of art and design principles did the artist use to create his or her piece?
2. What is the “mood” of the piece?

3. How does this piece make you feel?

From there I would go on to describe the tools used to make prints, focusing on those used for collography. Once I felt confident my students understood the tools they'd need for the project, I would present them with a choice of subject matter for the print – 1. an animal, or 2. an abstract piece (non-objective). The students would then move forward designing their plates. These three items – the tools, the subject matter, and the beginning of the design process – would be my **second chunk** of content.

The **third chunk** of content would be where my students get their hands on the materials. This will be the time that they look at all of the bits and pieces I supply them to create their printing plates. I will take a little time to discuss the various items available, their textures, their heights (collographs cannot be made with items thicker than $\frac{1}{4}$ "), their qualities, and ask questions about how they might be able to use them in their designs. In the next chunk, students will glue their materials to the collograph plate.

The **fourth chunk** of content will begin the plate-creating process. I will encourage discussion in their groups about the materials they're each using to create their plates. This will be the "process and practice" phase of their printmaking experience. I'll provide a few questions they can be asking themselves and each other, which might include:

1. What seems to be working and what's not?
2. Am I achieving the effect I want using this material?
3. Am I happy with my design? If not, how can I tweak it?
4. Am I thinking about the elements of art and design principles as I create?

The **fifth chunk** of this unit will be to make the actual prints. I will demonstrate the process before I let my students begin. Students will make at least two prints and can choose whether they want to use one or two colors of ink or paint.

The **sixth and final chunk** will be to evaluate as a group the artworks the students created, encouraging them to use art terms to describe strengths and weaknesses in their pieces.

References

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Collagraph Art by Valerie Cymes

