

Name: Alyssa Lerner

Enduring/Big Idea: Cooperation is an essential skill

Lesson Title: Mark-Making Monsters

Grade/Class: 2nd Grade Art

Time Allotment: Three 40 minute classes

LESSON PLAN OVERVIEW:

Lesson summary: During this lesson, students will explore how tools found in the art room can make a variety of marks with paint on paper. Students will use this experience in the following class to practice communicating kindly with peers about the process of mark making as well as create a one of a kind artwork inspired by both the printmaking process and collaboration with peers.

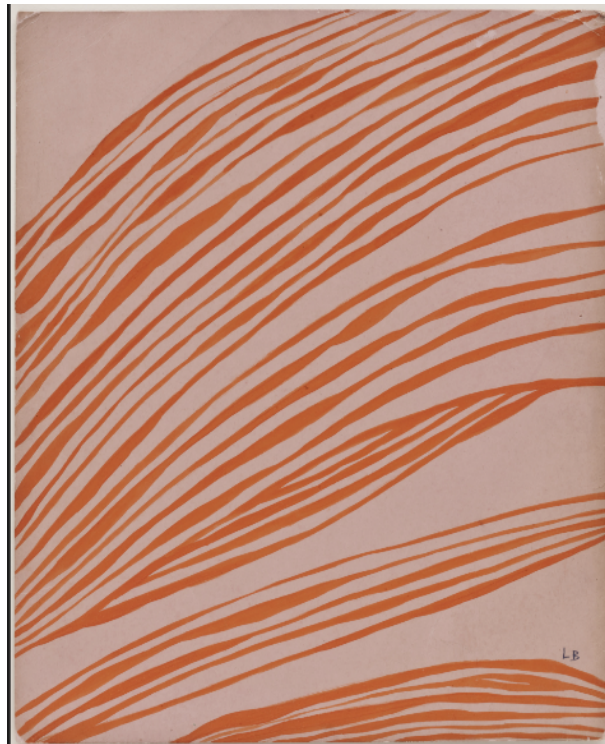
Rationale: Throughout this project, students will use their creative and collaborative experiences to gain a better understanding of how shared information can create a stronger outcome than one derived from a single artist. Their mastery of this skill will allow them to succeed in any chosen career later in life.

Artworks, artists and/or artifacts:

Louise Bourgeois

Untitled

1965



Cy Twombly
Camino Real (IV)
2010



Torn-Up Woodcut
Jean Arps
1920-1954



Key concepts

- Craftsmanship with careful cutting, gluing, and mark-making.
- Collaboration is an essential skill for all students.
- Found objects can make a variety of marks to draw the viewer's attention in my artwork.

Essential Questions

- Why do artists take their time when cutting, gluing, and mark making?
- Why do we need to learn the skill of collaboration?
- How do found objects add interest to our artwork?

Standards

NCVAS

VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

VA: Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem.

VA:Cr2.3.2a Repurpose objects to make something new.

VA:Re9.1.2a Use learned art vocabulary to express preferences about artwork.

Interdisciplinary connections: Cooperation is a lifelong skill that fuels their ability to be productive in whatever career path they choose in the future. It is also a skill they will need in their academic and extracurricular lives as they will be required to be a member of group projects and work in team activities.

OBJECTIVES:

Knowledge

The students will identify and explain that tools make a variety of marks

Skills

The students will demonstrate appropriate application of glue.

The student will demonstrate safe and careful use of scissors.

Disposition

The students will practice positive interactions with peers when communicating about the printmaking process

Pre-Assesment

Class discussion about what mark making is and how you can use different objects to make different marks. Teacher will show examples of professional artists' work that is focused on mark-making. The teacher will define mark making, found objects, and collaboration. Students will answer questions about what makes a peer enjoyable to work with in collaboration.

Formative Assessment

Participation in the mark-making exploration assignment. Handout completeness.
(attached at the end)

Summative Assessment

See rubric

	Advanced	Proficient	Satisfactory	In Progress	Unsatisfactory
Points	5	4	3	2	1
Identification and Explanation	The artwork shows a masterful ability to identify and explain found tools.	The artwork shows an ability to identify and explain found tools.	The artwork shows a simple ability to identify and explain found tools.	The artwork shows a little ability to identify and explain found tools.	The artwork is incomplete or shows minimal ability to identify and explain found tools.
Glue Craftsmanship	Artwork is exceptionally neat and all gluing was done masterfully.	Artwork is neat and all and all gluing was done carefully.	Artwork is mostly neat and and all gluing was done mostly carefully.	Artwork is somewhat neat and and all gluing was done somewhat carefully.	Artwork is incomplete or artwork is not neat and all gluing was done done messily.
Craftsmanship	Artwork is exceptionally neat and all cutting was done masterfully	Artwork is neat and all cutting was done carefully.	Artwork is mostly neat and all cutting was done mostly carefully	Artwork is somewhat neat and cutting was done somewhat carefully	Artwork is incomplete or artwork is not neat and cutting was done messily.
Verbal Expression	Student has spoken masterfully with their classmates positively and collaboratively	Student has spoken well with their classmates positively and collaboratively	Student has spoken mostly well with their classmates positively and collaboratively.	Student has spoken somewhat well with their classmates positively and collaboratively	Student has not spoken with their classmates positively and collaboratively

Instructional Procedures

Day 1

Motivation/Engagement/The Hook:

The teacher will present the concept of mark making and ask students about their ideas about mark making. The teacher will then show the artists that connect to this project and ask the students how they think the pieces were made and what they notice about the artwork. The teacher will explain a short overview of collaboration and its definition and then the plan for the day, which includes making marks from the found objects the teacher is providing.

Development

Students will be given the choice of multiple found objects to make their experimental marks with and will each choose one. The teacher will have papers with each found object's name written on it to keep track of what marks were made by what object. Students will be given time to fill out the handout about mark making and collaboration. The teacher will do a short demo to show what a clean mark looks like and what a messy mark and project look like so that the expectation is clear. The student will get in line to pick their paper and then be given five minutes to make as many clean marks as possible in the teacher's chosen paint color (can be different for each class). The students will then be given the opportunity to use a different found object to create marks, repeating the activity as time allows. Students will be reminded throughout class that their marks will become someone else's project as they will be switching next class.

Culmination/Close:

After clean up, the students will echo the learning target of "I am learning how found objects make marks." They will then be required to show a number with their fingers of how well they are understanding mark making. One being "I don't know what mark making is," two being "I have an idea of what mark making is," three being "I have a good understanding of what mark making is," and four being "I could explain mark making to a friend."

Day 2

Motivation/Engagement/The Hook:

The teacher will explain the concept of collaboration in more depth and what it means to collaborate on an artwork. The students will be given a chance to tell the class a time they worked collaboratively to accomplish something at school, home,

camp, or in another activity. The teacher will explain that teamwork is one of the ways in which we collaborate and that the students will be choosing partners to work with today.

Development

Students will first finish the part of the handout about collaboration. The teacher will then hand out the papers from the last class at random, and students will get with their partners to try and figure out how the marks were made on that paper. Students will then put their name and class code on the back of their paper. Since it is at random, students may get their own paper and will know they answer. To prevent any students from getting their own paper the teacher may swap papers between whole classes if possible. The pairs of students will then collaborate to figure out how the marks were made and try to replicate them using black paint on top of the existing marks. Students must add at least five additional marks and leave enough space without marks so that the color marks can be seen. When the students are finished they will put their projects on the drying rack.

Culmination/Close:

After clean up, the students will echo the learning target of "I am learning how to collaborate with others to add interest to my art." They will then be required to show a number with their fingers of how well they are understanding collaboration. One being "I don't know what collaboration is," two being "I have an idea of what collaboration is," three being "I have a good understanding of what collaboration is," and four being "I could explain collaboration to a friend."

Day 3

Motivation/Engagement/The Hook:

Collaborative warm up: human knot, students will be broken up into groups of four or five. The students will then cross one arm over the other and hold hands with someone across from them. They will then be given 5 minutes to untangle themselves to the best of their ability. The goal is not to get completely untangled but to work collaboratively and speak to their peers kindly to accomplish as much of the task as they can in five minutes. After the short warm-up, the teacher will show examples of finished projects and explain how we will be finishing the projects today.

Development:

The teacher will pass out the project papers, a small black paper for their monster mouths and pupils, and two small square papers for their monster eyes. The teacher will then demonstrate how to use the monster-shaped tracer to trace the shape onto their project paper. The students will then get in line to pick up their desired tracer and work with a partner, the same or different from the last class, to trace their monster shape. One partner will hold the tracer down while the other traces their monster onto their paper. Once everyone's monster is cut out, the teacher will demonstrate how to carefully cut out the monster shape. Students will then cut their monster shapes out and fold their black paper in half. The teacher will demonstrate how to draw a circle on one white paper and cut both out at the same time, how to draw the monster mouth and pupils on the black paper, and how to cut everything out carefully and glue onto the monster. The students will then finish their monsters by cutting the pieces and using a glue stick to stick them on.

Culmination/Close:

After clean up, the students will echo the learning targets of this lesson: "I am learning how to collaborate with others to add interest to my art" and "I am learning how found objects make marks." They will then be required to show a number with their fingers of how well they are understood collaboration, mark making and the project.. One being "I don't know what collaboration, mark making or this project are about," two being "I have an idea of what collaboration mark making and this project are about," three being "I have a good understanding of what collaboration mark making and this project are about," and four being "I could explain collaboration, mark making, and this project are about to a friend."

Preparation

Teacher preparation:

Research on Louise Bourgeois, Cy Twombly, and Jean Arps

Artwork sources: Louise Bourgeois– <https://www.moma.org/collection/works/35089>

Cy Twombly– <https://www.thebroad.org/art/cy-twombly/camino-real-iv>

Jean Arps– <https://www.tate.org.uk/art/artworks/arp-torn-up-woodcut-t01219>

Teacher will need to prepare their monster-shaped tracers, determine the first paint color for each class, and decide upon their chosen found objects.

Supplementary Materials

Attached at the end of the lesson

Student Supplies

A 12 x 18 or 8 x 11 piece of construction paper for each student (teacher can choose what size that works best for their tracers), paint, tracers, small white and black papers, and found objects.

Considerations for modifications and/or adaptations:

The lesson can be broken up into more days if a class needs more time on each part. Students who are unable to handle their paper being switched can keep their own, and those who need extra time or teacher assistance will be helped as needed. All handouts are written in Open Dyslexic to make them more legible for all students.

MARK MAKING HANDOUT

Warm Up

What do the words mark making mean to you?

Why might an artist choose to use found objects in their art?

Make Your Mark!

COLLABORATION HANDOUT

Collaboration is the act of working with someone else to create something. We will be working with partners throughout this project to create our artwork.

Warm Up

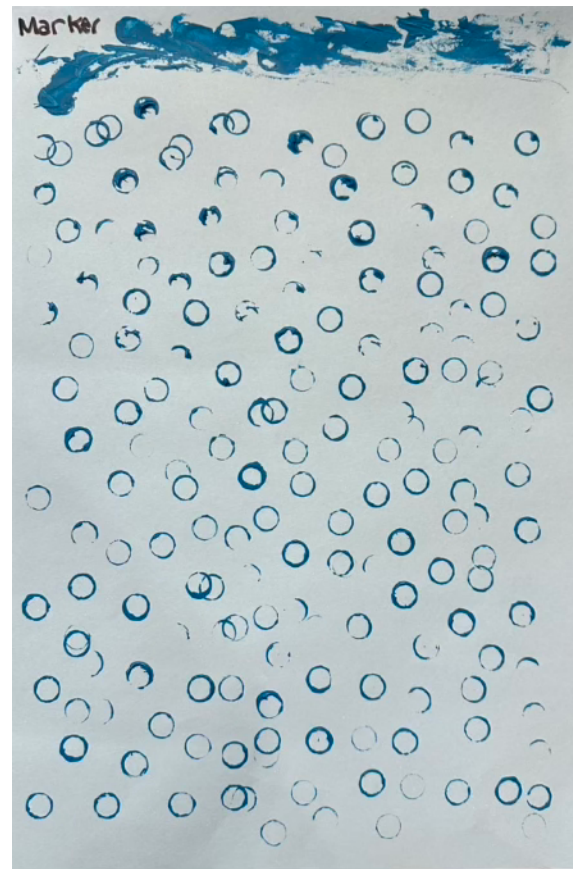
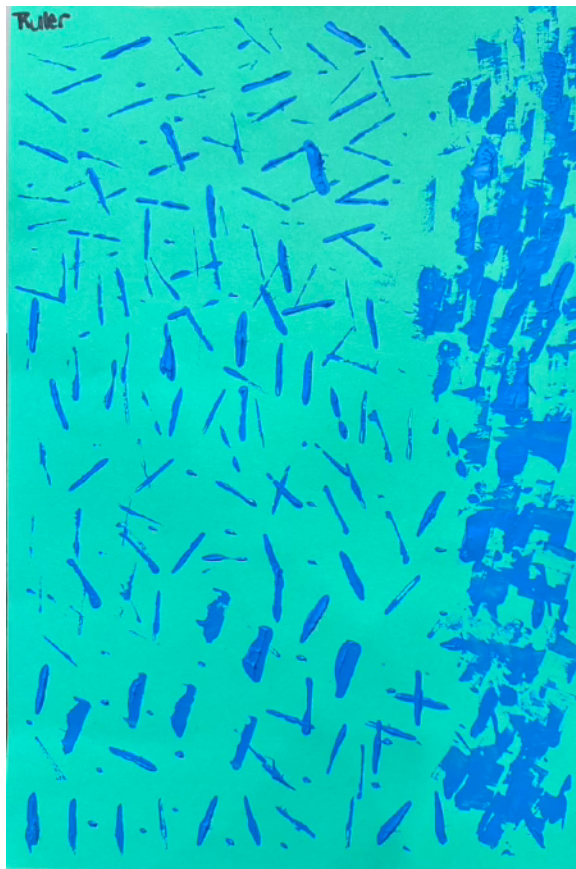
Name a time when you worked collaboratively

How can working with a partner
make your art more interesting?

Draw a fun
monster face!

Exemplars:

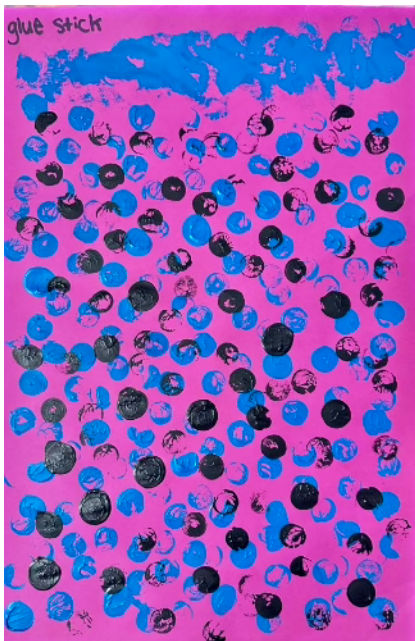
Found object first marks and demo of what not to do



Tracers



Black marks added



Monster traced on paper



Cut out eyes and mouth



Cut out monster shape



Final Monster Artwork

