

Created in partnership with the Kennesaw State University School of Art and Design's
Art Education Program | Fall 3302 Course, Instructor: Margret Fancher

Printmaking My Unique Prints

Media: Printmaking

Grade: K-1

Instructor(s): Amy Norton, Madeline Carpenter, Colton Weeks, and Jae Lim

Time: 1 day

*** It is suggested that the teacher bring in a guest/assistant for the day to help with this project.**

Objective: Through printmaking, students will make prints of their hands and fingers in order to explore the scientific ideas of their DNA, the effect that the sense of touch and texture has had on who they are, and discovering the uniqueness of their own personal prints. Students will also be expected to follow directions closely. (Filling majority of white paper with black ink fingerprints and signing name to a specific area of the page)

Description of Project: Through class discussions with the teacher, students will investigate the sense of touch and how it has shaped who they are and what they have learned about the world. Students will use printmaking to discover that each of them have their own specific DNA and that everyone's fingerprints are different and unique. Students will also explore texture through games and some textured paint. On a precut white sheet of paper, the students will make many random prints of their fingers using a black ink stamp pad. Once prints are dry, students will make a print of their hand with a premixed texture paint color of their choosing onto the same fingerprinted paper. Later, the teacher will glue a larger sheet of black construction paper to the back of the hand and fingerprinted paper to create a nice border. The teacher will nicely write each student's name at the bottom of the large black paper. The teacher will have the project laminated.

Standards:

MEANING and CREATIVE THINKING

VAKMC.1 Engages in the creative process to generate and visualize ideas.

VAKMC.2 Formulates personal responses.

a. Generates visual images by manipulating art materials.

c. Makes connections between visual images and personal experiences.

PRODUCTION

VAKPR.1 Creates artworks based on personal experience and selected themes.

b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, texture).

VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

a. Attempts to fill the space in an art composition.

d. Creates lines with a variety of media and art tools (e.g., pencils, crayons, scissors, paint brushes, found objects).

f. Uses color to express thoughts, feelings, and ideas.

ASSESSMENT and REFLECTION

VAKAR.1 Discusses his or her own artwork and the artwork of others.

a. Shows an interest in art.

b. Describes his or her artwork, revealing media subject and story.

h. Correctly names colors.

k. Identifies relationships of placement in space (e.g., beside/overlapping, above/below, close/far, right/left, top/bottom, front/back, over/under).

m. Identifies texture as the way something feels.

n. Names a variety of textures (e.g., smooth, rough, hard, soft).

CONNECTIONS

VAKC.1 Applies information from other disciplines to enhance the understanding and production of artworks.

a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math.

b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

Materials: White construction paper for fingerprints and handprints. **Black construction paper** for the background border. Several different colors of **paint** that has been mixed with **liquid starch** in order to create a **textured paint**. **Black ink stamp pad** for fingerprints.

Scissors or a **cutting board** for cutting different sizes of paper, (done by teacher) **glue** for gluing papers to each other (done by teacher), silver sharpie for writing students' name on the piece, (done by teacher) **laminating machine** for finished art work. (Done by teacher)

Textures for game and texture station. **Magnifying glasses**. **Materials** for building/constructing station.

Vocabulary:

DNA - short for deoxyribonucleic acid, is the molecule that contains the genetic code of organisms.

Line – a long narrow mark or band. “a dot that takes a walk”.

Sense of touch – when external objects or forces are perceived through contact with the body (especially the hands) “how we feel things”.

Texture – the feel, appearance, or consistency of a surface or a substance. “the way something feels. Examples: rough, smooth, fuzzy, soft, bumpy”.

Unique – being the only one of it's kind; unlike anything else.

Printmaking

Essential Questions:

What color do I want to use for my very unique prints?

In what ways do my prints look different from everyone else's prints?

How have I used my sense of touch to learn about the world around me?

What is the texture of my favorite animal?

If my thumbprint was REALLY big, what would be the texture of my thumb print?

Procedure:

- Teacher prep will include gathering materials to be used for the printmaking project
- Teacher may bring in items of different textures for the students to feel and explore the sense of touch.

Day 1:

- Teacher will start the lesson with 5 or so objects hidden in bags for students to take turns feeling the objects without looking at them. Students will make guesses as to what the objects are and discuss how they came to those conclusions by using their sense of touch and feeling the different textures.
- Teacher will lead a discussion about Sense of touch, texture, DNA and the very unique way that DNA shows up in our hand and fingerprints. Teacher may also show a power point to provide visuals and examples to further explain these things and the vocabulary.
- Next, the teacher will demonstrate how each of the students will write their names on one side of the papers given to them. The demonstration will continue with how they are to print their fingers onto (the opposite sides of paper with name) the white sheet of paper (filling the majority of the page) and how they will choose a paint color and print their handprint onto the same sheet of paper (the students are allowed to place whichever hand they choose in any position they choose). Once the demonstration is given, the teacher will explain that the students will be split into different groups to rotate through different stations. (hand printing station, texture station with magnifying glasses, and a building station with toothpicks, foam balls etc.)
- Once the teacher passes out the white paper to the students, they will begin to fingerprint. As students finish printing, they will wash hands and be split into groups to begin rotating stations.
- The teacher and the teacher's guest/assistant will each have a station for students to come and be helped and/or monitored to place hand prints onto their fingerprint papers. The other students will enjoy exploring the other stations.
- When the prints are finished, students and teacher will gather around the prints to discuss the differences in all of the prints and how each one of them are unique. We will also discuss the element of line that we can see in our fingerprints and how line makes up our fingerprints. Students will then be lead to into a continued discussion of how we use our hands and fingers to learn

about our world and how that has shaped us into who we are. We will mention the fun things we have created and discovered at our different stations as well.

- When class is dismissed, the teacher will take time outside of classes to glue the printed papers to a large black sheet of construction paper and write each student's name at the bottom. Finally, the teacher will laminate each piece of artwork.

Reflection:

After grading students' artworks, write down on lesson plan what worked with this lesson and what did not. What adjustments would you make if you taught this lesson again? How did the timing work out for this lesson? Was the end product successful? How well did the students interact? Most importantly, did the students learn the objective? How would you do this better or make it easier next time?

Evaluation/Assessment

Students will be assessed by class discussions and the teacher's assessment of their final product.

Teacher created a game and brought in materials for that game

Teacher created stations and brought in materials for those stations

Guided class discussions

Made a PowerPoint

Brought in different textures for students to feel

Gathered materials

Gave demonstrations

Made final adjustments for each of the artworks (cutting, gluing and laminating)

Made checklist assessment

Checklist Assessment
Printmaking
My Unique Prints
Hand & Fingerprints

1. Did the student participate in class discussions, games and exercises?
2. Did the student place adequate fingerprints onto the white paper and fill the majority of the page?
3. Did the student choose a color and print their hand to the printed white sheet of paper?
4. Did the student follow the directions on where to sign their name?
5. Did the student work well with others for the printing process?