Title/Description of Lesson

Poetry and Printmaking Lesson
Print Making with Markers

Grade Level:
First Grade

Lesson Links
Objectives/Outcomes
Materials and Resources
Vocabulary
Procedures
Criteria for Assessing Student Learning
California Standards in Visual & Performing Arts
California Standards for Integrated Subject
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Objectives/Outcomes  (Return to Links)

Students will create an image to use for printmaking. Students will make a print from that image.
The inspiration for the image will come from a poem written by the student.

Materials and Resources  (Return to Links)

Approx. 6” x 9” watercolor paper
Water soluble markers
Printing foam – Styrofoam plates
Paper for rough draft image
Pencils
Water
Paper towels
Vocabulary  (Return to Links)

Print
Poem
Carve
Relief
Negative space
Image
Background
Complimentary
Contrast

Procedures  (Return to Links)

1. Teacher prep: cut raised edge from each plate, leaving a flat circle.
2. Cut watercolor paper to size.
3. Each student creates a free form poem.
4. Students used the subject of the poem to create a single image for their artwork. Instruct them not to use words or letters at this time.
5. Students will draw the selected image on their Styrofoam circle with a pencil. Instruct them to press hard enough to carve a line for the image, so that it goes below the surface. They do not want to poke a hole in the circle.
6. Teacher will need to run the watercolor paper under water for 10 seconds. Pat the paper with a towel so that water isn’t pooling on the surface. The paper needs to be moist.
7. Students will color their images with the Crayola markers. They will need to color quickly and keep the ink wet. Instruct them not to color in the carved lines. Have them consider the foreground and background, and use complimentary/contrasting color schemes.
8. Press the two together. Keep the plate stationary, so the image doesn’t shift. Rub all areas.
9. Gently lift the paper from the plate, and your image is revealed. Students can opt to recolor their stamp and try again.

Criteria for Assessing Student Learning  (Return to Links)

• Did the student think about how their coloring effects the final image?
• We looked at their use of color and their focus on the main image with the background.
• Did the image match the poem subject?
California Standards in Visual & Performing Arts  (Return to Links)

**Creative expression:**
- 2.1 texture,
- 2.2 color mixing,
- 2.4 variation in line form,
- 2.5 texture,
- 2.8 everyday scenes.

**Historical and Cultural Context:**
- 3.2 style of art.

**Aesthetic value:**
- 4.1 discuss elements,
- 4.2 justify personal choices,
- 4.3 description of art,
- 4.4 analyze artwork.

California Standards for Integrated Subject  (Return to Links)

**Reading:** Viewed illustrations as they supported the poem, read poetry

**Writing:** Applications of poetry

Other Resources  (Return to Links)

Other examples of student work: