Visual Arts Lesson Plan 1

**Year level:**
Year 1 (AusVELS Level 1)

**Lesson duration (mins.):**
3 x 40 minute sessions

## Stencilling and Silk-Screen Printing

### Learning Outcomes and specific purpose:

The medium of silk-screen-printing allows for an image to be transferred from one surface to another, allowing for qualities of imagery to be obtained that other disciplines cannot (O’Callaghan 1998, p3). There are a number of methods available using silk-screen printing, varying in degree of difficulty; simplest being cut or torn paper stencils, which would be appropriate for this age group (O’Callaghan 1998, p34).

In silk-screen printing the relationship between positive and negative space can be explored through the use of stencil’s shapes or images. The use of Andy Warhol’s screen-prints will allow the students to develop an appreciation for other forms of visual arts apart from drawing or painting to communicate ideas, themes or beliefs. It will also introduce the students to Pop Art and the how art is intrinsic to our culture.

While standards in the dimension *Exploring and responding* are introduced at AusVELS Level 3, students can still engage in learning experiences that will assist students to work towards achievement of the standards at AusVELS Level 4 (VCAA 2012, p2), such as beginning to use art language to identify characteristic such as similarities and differences in responding to their own and other’s art work (VCAA 2013a)

Students will

1. Be introduced to the medium of silk-screen printing through the artworks of Andy Warhol.
2. Be introduced to the concept of positive and negative space through the use of stencils.
3. Create stencils for use in silk-screen printing.
4. Create a silk-screen print with at least three colours
5. Work in groups to achieve the outcome – a silk-screen print, managing time and resources.
6. Reflect on their own and other’s art works.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>AusVELS Standard or Progression Point or Learning Focus</th>
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<tbody>
<tr>
<td>2-4</td>
<td><strong>AusVELS The Arts: Progression Point F.5 (VCCA 2012, p2): Creating and making:</strong></td>
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<tr>
<td></td>
<td>- Exploration of effective ways to use arts elements such as colour...to communicate imagined ideas</td>
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<td>- Making of visual ...effects to represent ideas in response to</td>
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stimulus material
Exploration of ways that shapes, colours, images ... can be repeated to communicate an idea or observation

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<th>5</th>
<th><strong>AusVELS Personal Learning: Learning Focus (VCCA 2013b):</strong></th>
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<td>• Students begin to take responsibility for managing their time and resources within the context of structured tasks that have clear outcomes and a set timeframe.</td>
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**Prerequisite knowledge and/or links to previous/future lessons:**

**Prior knowledge:**
- Use of scissors
- Able to trace around objects
- Able to work effectively in groups

**Links:**
- Lesson is within sequence of ‘Elements of Art’; constructing students knowledge to be able to identify and define art elements in other people’s art works and to equip the student with techniques to allow them to create their own art works.

**Resources required**

**Art Materials**
- Cartridge paper – A3
- Grey-lead pencils – HB or 2B
- Rulers – 30cm and 60cm lengths
- Erasers
- Plastic geometric shapes
- Silk screens
- Squeegees
- Acrylic paint – primary colours and black
- Art smocks
- Reflection sheet
- Visual art journals

Parent helper or staff helper if possible to help with the printing

**Images / art work / web sites**


Film footage 1: Archival film footage: Andy Warhol at Work (http://www.sfmoma.org/explore/multimedia/videos/122)

**Equipment required:**
Interactive whiteboard or projector
Computer
Internet access

**Assessment**
Formative assessment: monitor progress to inform guidance / teaching moments
Summative: Assessment rubric
Reflection: develop awareness of own understand and ability of the task (Churchill et al 2011, p402)
## Actual Lesson Plans

**Lesson Introduction (whole class focus)**

**Learning activities, key questions and teacher explanations:**

### Session One: Introducing silk-screen printing

Introduction 10-15 min: Discussion to ascertain prior knowledge on silk-screen printing.

1. **Show students Image 1 (Marilyn)**
   **Guiding Questions:**
   - What words would you use to describe this artwork?
   - What do you think about when you view this painting?

2. **Show the students Image 2 (Dollar Sign).**
   **Guiding questions**
   - How is it like the artwork we just saw?
   - How is it different?

3. **Inform the students about the artist, Andy Warhol and the technique of screen-printing in making these artworks, asking if anyone is familiar with this technique. If anyone is, elicit what he or she knows. Inform students that these works by Andy Warhol’s is Pop Art; briefly describe the artist and style.**
   
   **Teaching Note:** Information on artist and style available at Oxford Art Online (Oxford University Press 2013)

Show the students a silk-screen and briefly describe how paint or ink is pushed through the screen (a fine mesh), with a stencil creating the image. You can use different colours with the same stencil (have a look at Image 2 again) or change the stencil and colour (look again at Image 1)

4. **Show students film footage 1: Andy Warhol at work and ask**
   - Can you describe what you see in this video?

Tell the students, we don’t have a screen that big, but we are still going to work in pairs / groups to do the screen-printing. We also need to make our own paper stencils, three of them, two will be geometric shapes and the one a free-hand drawing. (The number of screens will limit the
number of groups printing simultaneously; consider asking a parent helper or class assistant in to assist).

Main Component of Lesson

Learning activities, key questions and teacher explanations:

1. Modelling a stencil – stencil 1: Shapes (5 minutes): Model the technique of creating a stencil:
   • Place the frame (one that does not have the screen attached) on the paper and trace around the inside of it using a pencil.
   • Next choose 2 or 3 geometric shapes and place them within this rectangle and trace around them (Folding the paper into 2/4 will help with placement of shapes).
   • Show and explain how to cut out the shapes.
   • On the second stencil repeat, but place the shapes in a different spot (overlapping is ok).

2. A. Creating A Stencil (20 minutes): Students to complete the task themselves
   • Instruct students that it is now their turn to make a stencil using the geometric shapes. While you are doing this, groups will take turns to screen-print their background colours, start to think about what colours (primary colours) you would like to use for each stencil. Answer any questions that the students may have.
   • Distribute A4 cartridge paper and grey-lead pencils (2B) and erasers if not already set out on desks.
   • Observe students and offer assistance as required.

2. B. Screen-printing the background
   • Group students for screen-printing.
   • While students are creating their first stencil have a group(s) screen print their background. Allow them to choose the colour (have enough screens for at least one per colour).
   • Demonstrate and assist placement of screen, where to put the paint on the screen and use of the squeegee to get an even layer of colour.
   • Place named work on drying rack and return to making the stencils.
   • Observe students and offer assistance as required.

Session 2 & 3: Stencils and Printing (80 minutes)

1. Stencils
   Instruct the students that they will continue with their stencils and screen-printing. Their third stencil will be a drawing of an object from society / culture (offer a variety of stimuli – plants, pop-culture
references, packaging, etc). Have students draw the object in their visual arts journal prior to drawing onto a stencil. Have them draw different images, allow the students to decide which one they prefer. Have them think / discuss what idea they are trying to communicate together with the size, placement and detail of the final image. Have the students cut out the drawing creating a positive image to print.

Note: If the first print colour is sufficiently dry it may be possible to screen-print both geometric shape stencils in the one session, leaving the final session for the drawn image.

Extension:
Add detail to the positive image with pastels
Have students try to reproduce their screen-print using pencils. What did you find when you used the pencils compared to the printing in creating the artwork?

**Lesson Conclusion**

**Learning activities, key questions and teacher explanations:**

To conclude the lesson, have the students show you their finished work and discuss it with them (individually or in small groups): what do you like about it? What did you notice about applying colour over another colour? What title would you give this artwork? What do you think of the artwork by Andy Warhol now?

Comment on aspects of the print yourself, offering feedback or what you like about it and why (modelling critiquing).

Ask students to complete their reflection sheet on the activity.

**Assessment of students’ learning:**

**Student Reflections**
Complete sheet and attach to back of art work or in visual art journals

**Teacher Assessment Rubric**
Complete and attach to artwork.
Student Reflection

Stencils and Screen-Printing

1. Circle the part of the activity you enjoyed doing the most
   
   Creating the stencils
   Drawing an image to be printed
   Screen-printing
   Choosing the shapes in the print
   Choosing the colours in the print

2. Why did you like doing this the most?

3. I am proud of this piece of work because

Teacher’s Assessment Rubric

Name:

Visual Arts: Stencils and screen-printing

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<thead>
<tr>
<th>The Arts: Creating and Making</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Able to handle materials to create a print</td>
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<td>Explores and makes decisions about how to use colour, shape and design in the print</td>
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<td>Responds to a stimuli</td>
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<tr>
<th>Personal Learning</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td>Managed time and resources over a series of sessions to produce their own best work</td>
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1 Experiencing difficulties; 2. Developing; 3. Satisfactory; 4. Very good; 5. Excellent

Comments:

Elizabeth Kennedy

ECP711