

Pro forma Scheme Plan:

Print Scheme

Niamh O'Toole

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Scheme: Using the linocut technique, students will print a series of collages. They will use a mixture of their own photographs or drawings created with the subject 'patterns in my daily life' in mind. Students will draw from observation a series of patterns which they notice throughout their school day. They will also photograph and draw images from their home lives. Students will consider a mixture of natural and man made patterns. These images will then be combined into a composition which they can use as a bases for their linocut images.	No. of Lessons: Total Time:	Group: No. of Pupils:
Aims To help pupils to: <ul style="list-style-type: none">• To encourage students to be aware of the concept of 'framing', by challenging their understanding of the idea and experimenting with different shapes and sizes.• To help students develop new skills, concepts and techniques in drawing, photography and printmaking and to investigate how these disciplines can be used to record and interpret their daily environment and experiences.• To develop the students understanding the rhythm, harmony and contrasting nature that occurs within form, shape and line, captured in compositions.• To give students an overview of printmaking, specifically linocutting.• To give students an insight into how collage can be used both interrelation to printmaking and within other disciplines.• To explore the topic of 'a day in my life'.• To encourage students to think about translating their ideas between the mediums of photography/drawing and print.• Develop skills in mark making, composition, recording and observation, critical analysis and discussion.		
Overall Learning Outcomes for the Scheme On completion pupils should be able to: <ul style="list-style-type: none">• Investigate and record from observation the patterns that appear in their daily lives.• Analyse their chosen images and understand why they chose them. This should be in relation to line, spacial construction, texture, mark, composition and colour.• Understand these elements by studying various artists work and the processes used to create them.• Have an increased understanding of the history and methods of print-making by studying artists and movements.• Understand through demonstration the printing process through all its stages.• Be aware of collage as an art form by looking at the work of collage artists.• Have an ability to use linocutting tools both efficiently and safely through demonstration and assessment.• Use relevant vocabulary in relation to drawing, photography, print and collage.• Use a variety of new materials, media, tools and equipment.• Reinterpret their compositions by rescaling and/or manipulating them.• Present, critically analyse and discuss their own and their peers work both at the production stage and their finished piece.		

Investigating/Exploring/Creating (please see separate pages for illustrations):

1: Subject Matter:

'Patterns in my daily life' - Students will think about the patterns that occur in both nature and the man made world around them and create images illustrating this. They may focus on the both the subtle and obvious patterns that they notice. These patterns can occur in what they eat for breakfast/lunch/dinner, what they wear, patterns in their bedroom (bedclothes, the bedroom ceiling), their walk/journey to school. This can be interpretative but the students will need to be encouraged to explore a range of objects, images and environments.

2: Exploring and Creating:

- Students will watch a presentation of where I will show them examples of the type of patterns they might see.
- For their first class I will hand out to each of the students a piece of lino and some cutting tools. I will display a range of patterns through the projector and ask them to try and replicate the lines and the textures on the lino. I will emphasis that there is no right or wrong, but they must experiment and explore, using their tools, the sort of lines/textures they can create.
- I will get the students to look around the art room, the school and outside the school, for different man made and natural patterns. They will record them by drawing through observation and through photography.
- The students will be given a week to gather together more images. They must have at least three of their own drawings and three photographs although they will be encouraged to bring more.
- I will provide viewfinders of different shapes so that they can choose their frames.
- They will be encouraged to arrange the images inside the frame so that they are aware of the harmony/contrast created with each image. I will give a demonstration on the many compositions that can be created from one set of images.

3: Understanding/Evaluating:

- Get students to discuss why they chose their images, their meaning, the use of line, shape and colour and how they work together as a collage.
- Prompt them to think about how these images can be translated into print. Get them to refer back to the first lino cutting task where they had to cut lines and textures into their piece of lino to recreate certain patterns.
- Give students a handout with images of different patterns and get them to write/draw the tools they will use to recreate these patterns.
- Display students final prints and ask them to discuss them, specifically in relation to key elements; subject matter, framing, composition, space and colour. Engage students in discussion about the harmony/contrast within their images, and to identify the characteristics of certain marks and techniques.

History and Critical Studies (please see separate pages for illustrations):

- Give students a presentation on the sequence of printing history
- Show a presentation of work by artist that deal with pattern such as Yayoi Kusama, Daniel Buren, Sarah Morris and Gustav Klimt.
- Give students a presentation on Collage. Give them hand outs of artists, Kurt Schwitters, Hannah Hoch, Eileen Agar, Richard Hamilton and their work.
- Give students a handout of 3 different photo collages and ask them to compare and contrast them.
- Give students a presentation on print. Give them handouts of some print examples particularly the work of Phillip Taffe.
- Ask students to discuss paintings in relation to subject matter, style, line, colour, volumes, proportion, perspective, special construction, and composition.

Teaching/Learning Strategies:

- Presentation to the class using PowerPoint on PC about collage and print (specifically linocutting) with images.
- Hand around some uncut and cut lino plates so that they can feel the texture.
- Hand-outs with images of some collages and linocuts done by various artists.
- Give a demonstration on cutting patterns into lino.
- Students will practice cutting different patterns into a small piece of lino, this will get them familiar with the material and the tools.
- Class discussion on what sort of images represent their day.
- Presentation of images with a variety of patterns.
- Get students to observe and record patterns in the art room.
- Bring students outside to record patterns around the school.
- Ask students to make at least two drawings and take two photographs to use in their collages.
- Give students a range of frames and viewfinders and ask them to arrange their collages within these viewfinders. Encourage them to place the images in unusual ways and cut them up into smaller pieces by cutting and taring them.
- Demonstration of the linocutting process from start to finish.
- Demonstration of the reduction technique to allow students to experiment with a variety of colour in their images.
- Make various different frames for students to use.
- Student demonstration on the transfer of their sketch to their lino using tracing paper.
- Demonstrate to each student how to use their tools safely.
- Demonstrate how to make registration sheet
- Demonstrate how to use the printing press.
- Give students one on one critique and advice as they are making their work and encourage them to ask questions if they are curious or having problems.
- Have a presentation of students final images. and allow them to critical analyse their own and each others work.

Use of Digital Media:

- Projector for presenting images of patterns and collages and prints from various artists.
- Digital Cameras/phones to record patterns.
- Laptop to play the presentation from and to upload, rescale, retouch or manipulate and print students images from
- Printer to print off the students observational images, any hand-outs and examples of artists work.

Differentiation:**Literacy:**

- Reading texts of artists and artworks provided.
- Discussion of various artist and artworks.
- Taking note of and using new vocabulary in relation to drawing, photography and printmaking.

Numeracy:

- In relation to photography, developing an understanding of the rule of thirds.
- Calculating, measuring and drawing registration sheets before printing.

Materials/Resouces/Facilitates:

- Various drawing media to include pencils, colouring pencils, markers, etc.
- Paper
- Camera phones
- Printer
- Lino
- Lino cutters
- Cardboard
- Glue
- Rulers
- Cutting boards
- Cutting knives
- Lino paint
- Rollers
- Water
- Acetate
- Wooden spoons
- Printing press
- Old rags

Safety Precautions:

- Students will be shown how to safely cut lino to ensure they do not cut their hands. The hand that is supporting the lino should be crossed behind and underneath the hand that is cutting. Cutting boards will be used to help prevent the lino from slipping.
- Students will be asked to wear aprons or an old t-shirt to protect their uniforms.
- Students must clean up all equipment and tools after themselves such as rollers, sponges, clothes and rags, paint on acetate and lino plate after each use of colour. Lino cuttings must be swept up from floor and surfaces kept tidy and clean.
- Be wary of cables and plugs when using laptop and projector.

Timeline/Sequence of Lessons:

Week 1:

- Present, using a laptop and projector, the process of linocutting. Have students pass around examples of uncut and cut lino. Give students each a small piece of lino and a selection of lino cutting tools. Display images of different textures, lines and patterns and get them to translate these onto their lino.
- Present on projector examples of artists work and some images of patterns taken to help inspire the first stage of the scheme. Have students discuss the images.

Week 2:

- Get students to photograph and draw patterns from inside the art room, around the school and outside the school. Focus mainly on observational drawing but allow students time to take photographs.
- For homework have students bring in drawings and images of patterns from their home and their journey to school.
- Have students arrange their images into collages and get them to talk about the compositions they have created.
- Give students view finders to pick out different compositions in their arrangements. Get them to enlarge and resize different compositions.

Week 3:

- Have students print off their chosen images and get them to present it to their class.
- Have students trace on to tracing paper their images.
- Get students to transfer these onto their lino.

Week 4:

- Demonstrate the reduction technique.
- Have students pick out the colours they want to use in their image and mark them on their lino.
- Get students to cut their first colour.

Week 5:

- Demonstrate how to measure and make registration paper on a large piece of card, mixing the paint, rolling it onto the lino and printing.
- Get students to repeat this process.
- Have students make 10 prints each and leave them out to dry.
- Make sure they clean their lino plates as they are ready to cut the next colour.

Week 6:

- Have students cut the next colour in their lino.
- Print over first prints.

Week 7:

- Have students cut their final colour.
- Print over their second prints.

Week 8:

- Get students to display their final prints in the classroom.
- Have a group discussion on everyone's prints.

Assessment Rubric:

Drawing and observation:

- Ability to record and convey qualities and elements in the subject matter such as; shape, form, colour, texture and line through observational drawing.
- Demonstrate an understanding of line and pattern and how it can be created/conveyed in a drawing.
- Ability to use drawing media to best effect to describe the features of certain textures and patterns.
- Ability to select a viewpoint frame and record it, and translate it into a composition.

Evidence of learning:

- Students make accurate and descriptive studies of a variety of patterns, both natural and man made which convey a sense of space using line, texture and rhythm.
 - Students drawings display an awareness of line and texture through an ability to create harmonious/intentionally conflicting collages.
 - Students will show demonstrate an appropriate and effective use of pencil, marker, pen and digital camera or oil pastel when investigating the subject matter qualities such as colour, line, form and surface interest
 - Students make drawings and take photographs of a variety of interesting viewpoints and record and translate the key elements of these into their finished compositions.
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Technical Skills (Experimentation and Making):

- Ability to develop and translate visual information recorded in regard to space, line, texture and colour into drawing and photography.
- Ability to create interesting and/or aesthetically pleasing images through a collage of a number of photographs and drawings.
- Ability to use and understand certain manual photographic techniques and qualities and have an awareness of white balance, aperture and focus.
- Ability to comprehend and apply print techniques - mark making, creating texture and line, use of colour in the reduction process.
- Ability to be creative and highly proficient in their application of materials and techniques in mark making, line, pattern, texture and colour in their prints.

Evidence of learning:

- Students work to show appropriate use of drawings and photographs made on location to inform their composition in terms of line, texture, details, texture and colour.
- Students collages will show a good knowledge of how to use line and colour to create harmony and/or conflict within a composition.
- Students photographs show good use of camera technologies with regard composition, colour, spacial qualities and line and to demonstrate the correct use of white balance, focus and aperture.
- Students prints show a good application of print techniques - mark making, creating texture and line, and the understand and apply the reduction process, to their colour prints, affectively.

Knowledge and Understanding:

- Show awareness of the importance of initial drawings and photographs in recording key features of the subject matter.
- In initial discussion and drawings/photographs, students show an understanding of techniques used by Eileen Agar, Kurt Schwitters, Richard Hamilton and Hannah Hoch, in order to convey rhythm, conflict and harmony through collage.
- Ability to show an understanding of the techniques used in observational drawing, photography, collage and linocutting.
- Ability to clearly describe the subject matter, and explain clearly how they developed it and the techniques used and the suitability of these in their final piece.

Evidence of learning:

- While on location students gather adequate visual information to inform their collages and prints.
 - Initial drawings to demonstrate sense of texture and pattern, as discussed in images by artists shown.
 - Students are able to competently describe, analyse, and discuss the work of the artists shown in presentation and to show evidence of this in their own work.
 - Students make a presentation of their final prints and clearly articulate how they developed the composition from drawing and photographing, to collage and then onto print - making reference to line, texture, pattern, space, colour and the techniques used.
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Attitude:

- Show willingness to participate to the best of their ability.
- Open to embracing the disciplines of drawing, photography, collage and painting, new techniques, and experimentation
- Works well individually and within a group situation.

Evidence of learning:

- Students show an effective use of class time. They are committed and put effort into developing and planning their design.
- Students make thorough observation and incorporate new skills into their drawings, photographs and prints in an appropriate manner that is fitting to their design.
- Students demonstrates enthusiasm to all aspects of the project, they co-operate well with their peers and work to best of their ability.

Artists dealing with pattern



Sarah Morris

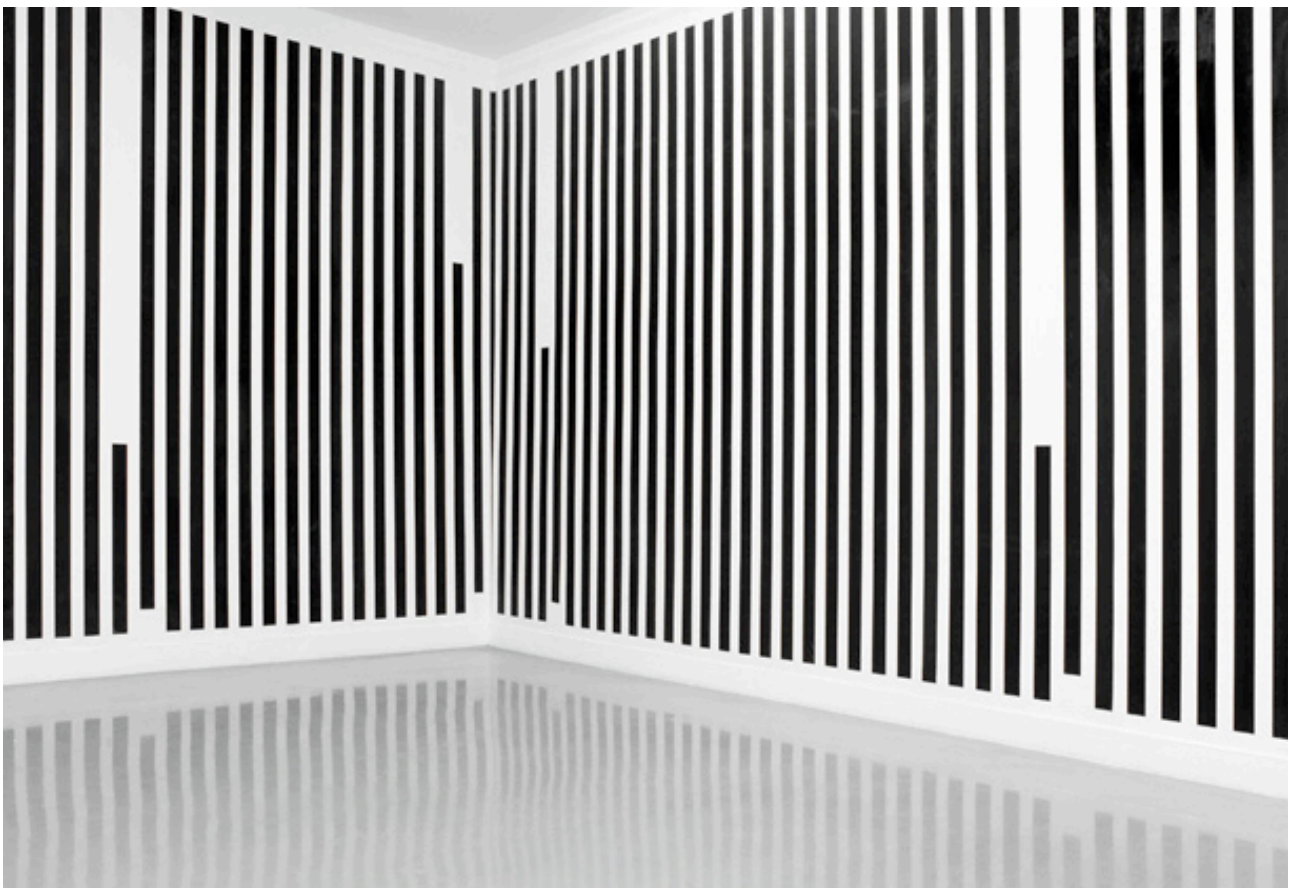


Gustav Klimt





Yayoi Kusama



Daniel Buren

Pattern examples



Artists dealing with collage



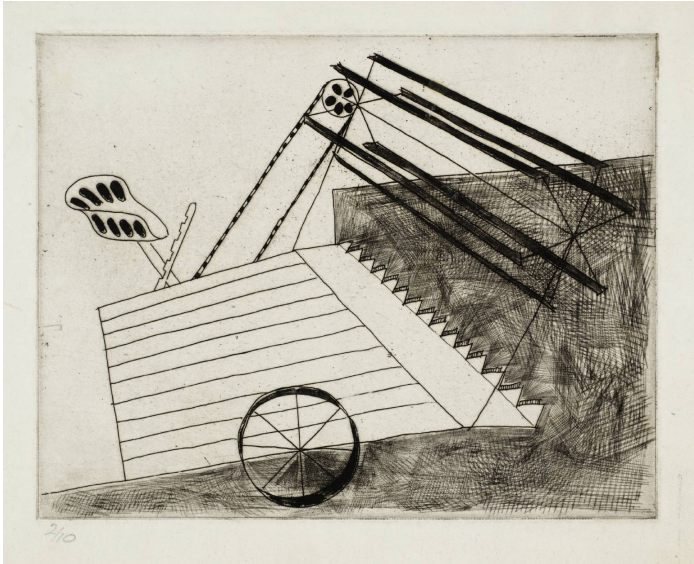
Eileen Agar



Kurt Schwitters



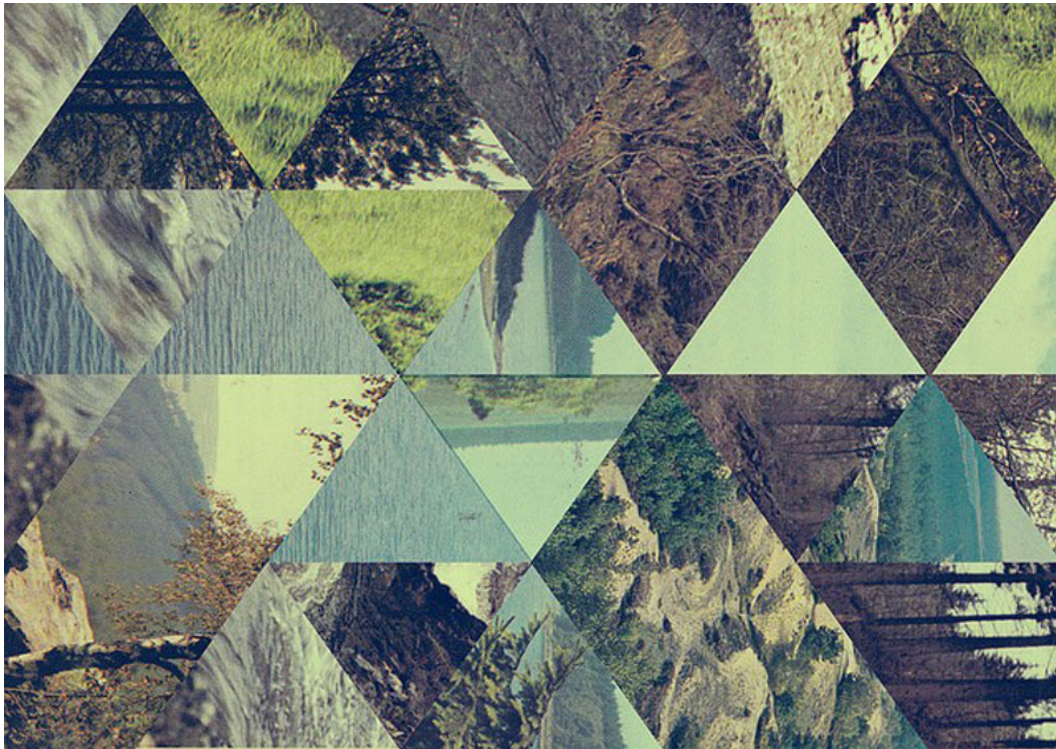
Richard Hamilton



Hannah Hoch



Compare and contrast these images



Phillip Taffe

