

Lesson Title	Art Form	Grade Level
A Special Place	Printmaking - Monotype	6
Grade Level Theme	Key Concept	Link
Identity	Place	Language Arts
Challenge		
Create a monotype print about a place that is special to you.		
Assessment Standards		
<p>PROCESS - Generate descriptions of special places and refine ideas to represent one in a relief print</p> <p>PRODUCT - Create an original mono print according to the production criteria that represents your connection to a special place</p> <p>UNDERSTANDING - Demonstrate an understanding of how to visually communicate a special place and to create an effective composition using pattern, texture, and light and dark areas</p>		
Supplies and Materials	POS Objectives	
<p>Selected descriptive texts</p> <p>Graphic Organizers</p> <p>Selected visuals and printmaking charts</p> <p>Pencils and erasers</p> <p>8 x 10 paper</p> <p>Acrylic plate</p> <p>Printing ink</p> <p>Brayers and barens</p> <p>Printing paper</p> <p>Paper towels</p> <p>Brushes</p>	<ul style="list-style-type: none"> • Synthesize sensory information, knowledge and skills to produce and respond to art • Define landscape, cityscape, seascape • Identify ways of creating the illusion of depth on a flat surface, such as, overlapping, size, detail, placement, color, and value • Draw, paint, or make a print of an abstract portrait, still life, or landscape • Create monoprints showing change in value and texture • Sign, title, and number an edition of prints • Experiment with inking and printing techniques 	
Time Allotment	Alternate Approaches - Media	
3-4 sessions	Linocut, Drawing, Paper Media, Painting	

Images and Resources

Bedroom at Arles
Vincent Van Gogh



Large Interior, Los Angeles
David Hockney



Distant Rain
Robert Newton



(Provided by
Original Version)

Autumn Tree
Amy Hawthorne



Black & White Bicycle
Paul Webb



Notes

Prints can be of a landscape, cityscape, seascape, or interior scene

Informal Assessment: Practice print reflections - is it inked well? How can it improve? Teacher feedback, Exit ticket

Formal Assessment: Self Evaluation/Rubric

Special Needs Accommodations/Modifications

Lesson Accommodations:

- Provide step-by-step visuals
- Display the printing order of operations prominently
- Provide additional tools, tape down paper to print if necessary

Lesson Modifications:

- Assistance in pressing
- Template for correct placement of print
- Allow for the final piece to share equal part monotype print, equal part alternative media

Additional Challenges:

- Add alternative media such as drawing and painting to enhance details

Lesson	Session
A Special Place	1
Engage	
<ul style="list-style-type: none"> • View a selection of artworks and ask students: <ul style="list-style-type: none"> • What is the first thing you notice about this place? • What do you believe is special about this place? • What does this special place tell you about the artist? • How did the artist show what makes the place special to them? • Choose one of the “A Special Place” essays to read to the students <ul style="list-style-type: none"> • Direct students to visualize that place in their minds • Ask students to identify the types of colors, textures or patterns, significant objects, and details they visualized • Direct students to brainstorm a list of places that are special to them. Ask students to identify: <ul style="list-style-type: none"> • What makes a place special to you? • What details will help to capture the uniqueness of your special place? • Direct students to select two favorite places and complete the “Favorite Places” graphic organizer 	
Develop	
<ul style="list-style-type: none"> • View selected monotype print visuals. Ask students: <ul style="list-style-type: none"> • What do you believe is special about this place? • How do you think the artist made the image? • What kinds of textures and patterns do you see? • How do the lines and textures and light and dark areas impact the image and composition? • How does the artist create the illusion of depth in the print? • Direct students to select one special place from their planning sheet to represent and draw two sketches on the back of their planning sheet, or in their sketchbooks. • Direct students to review sketches with a partner and select the best sketch based on the illustration of a special place and composition. Partners should make at least one recommendation for improvement 	
Create	
<ul style="list-style-type: none"> • Direct students to select the best sketch and to draw the composition on the correct size paper. (Paper should be the same size as the acrylic plates that will be provided) • Demonstrate how to transfer sketch to the acrylic plate and direct students to transfer their sketch • Direct students to consider compositional arrangements, textures, and patterns on their sketch in preparation for applying ink to the plate • Demonstrate how to create texture and patterns with different tools. Students may practice creating lines, texture, and patterns on practice sheets. 	
Reflect	
<ul style="list-style-type: none"> • Ask students to share (with a partner or with the class) what makes their selected place special to them • Ask students how they will show what is special about that place 	

Lesson	Session
A Special Place	2-3
Engage	
<ul style="list-style-type: none">• View selected Monotype Print visuals representing special places• Direct students to describe how texture, pattern, light and dark areas, and hatching or crosshatching contribute to the composition and help reveal what is special about the place depicted• Review the importance of showing texture and pattern variations in monotype prints to add interest	
Develop	
<ul style="list-style-type: none">• Direct students to share sketch and monotype print with a partner• Partners should discuss and make recommendations about the types of lines and textures to use, where to apply ink or not apply ink, what parts to apply ink to first, and what areas would benefit from outlining• Refer students to the lines and textures chart	
Create	
<ul style="list-style-type: none">• Review order of process for creating a monotype print and what order to apply ink (foreground to background)• Demonstrate how to create a well-inked, evenly printed, and centered print that is signed correctly• Students create a monotype print that is centered correctly and consistent with ink application• If there is additional time, students may experiment with adding different types of media to bring out the details in their print	
Reflect	
<ul style="list-style-type: none">• Students complete the “Cinquain Poem” graphic organizer	

My Favorite Place by Yumi Ogawa

[Read other essays by Yumi Ogawa](#)

My favorite place is the aquarium. There are a lot of fish there, and it is also very dark. I really love silent places, because I can feel peace. There is a blue color all over. It makes me peaceful. I don't know why.

Usually, we can't swim with big fish, but in the aquarium we can meet with big fish. Our borderline is just large glass. It is a mysterious place. Most fishes move very slowly. I feel that they are dancing for us. I wonder how they can see us through the large glass.

My birthday is July 20th. It is a holiday in Japan. We celebrate about the ocean on this day. We call the day "UMI-NO-HI." They started the holiday in 1996 to show their gratitude to the ocean and their hope for the posterity of the island nation, Japan. I love my birthday! I used to go to the ocean every year on my birthday. I can't do it in Utah. It's sad. I miss my beach of my city.

When I see the ocean, I can feel peace. This feeling is the same with an aquarium. I think my favorite place is somewhere that has a lot of water, so I can feel peace in the bathroom too. It is true! What do you think about these things?

My Favorite Place by Silvia Rodriguez

[Read other essays by Silvia Rodriguez](#)

My favorite place to relax is my bedroom. I like this place, because it is where I feel comfortable, and it is a warm place to stay. It has many things I like; for example, it has a big bed with a many pillows around, and it has two windows where I can see the garden in the back yard. There I have my own television and VCR. I have pictures of Jesus Christ and of my family on the wall to remember them every day.

My bedroom has enough light. There I can stay for hours because there I feel secure, happy, and free. My bedroom represents me, because there the decorations show what things I like. I decorated it with flowers, plants, chairs, pictures, toys, and other stuff. The bedroom I have here in the United States looks like my bedroom in my country Honduras.

My favorite place is a place where I can feel comfortable and happy. Because my bedroom has all these characteristics, I can call it my favorite place to relax.

My Favorite Place by Zeika Rodriguez

[Read other essays by Zeika Rodriguez](#)

My favorite place is the forest, because there I can hear the different sounds of the animals are living there. I enjoy that when I am alone, because I love to draw trees, but also I like to be with someone and talk. I like to live through nature. I love nature. There you can think about the world, life, family, and the future.

I love to be there for a long time because I can rest softly, and I have a good time there. There are trees, animals, and different plants. I can smell the air, I can feel the temperature of the weather. I can look up through the sky, and I see its own colors like blue and white and how the clouds are moving slowly and expanding.

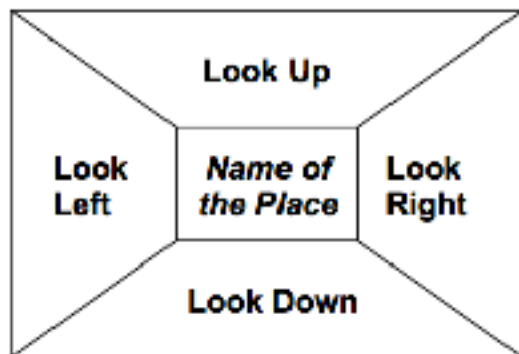
I enjoyed those times because I love this place a lot. I would like to be there. Wherever there is a forest, it is good for me. I just like to be in the forest.

Special Places

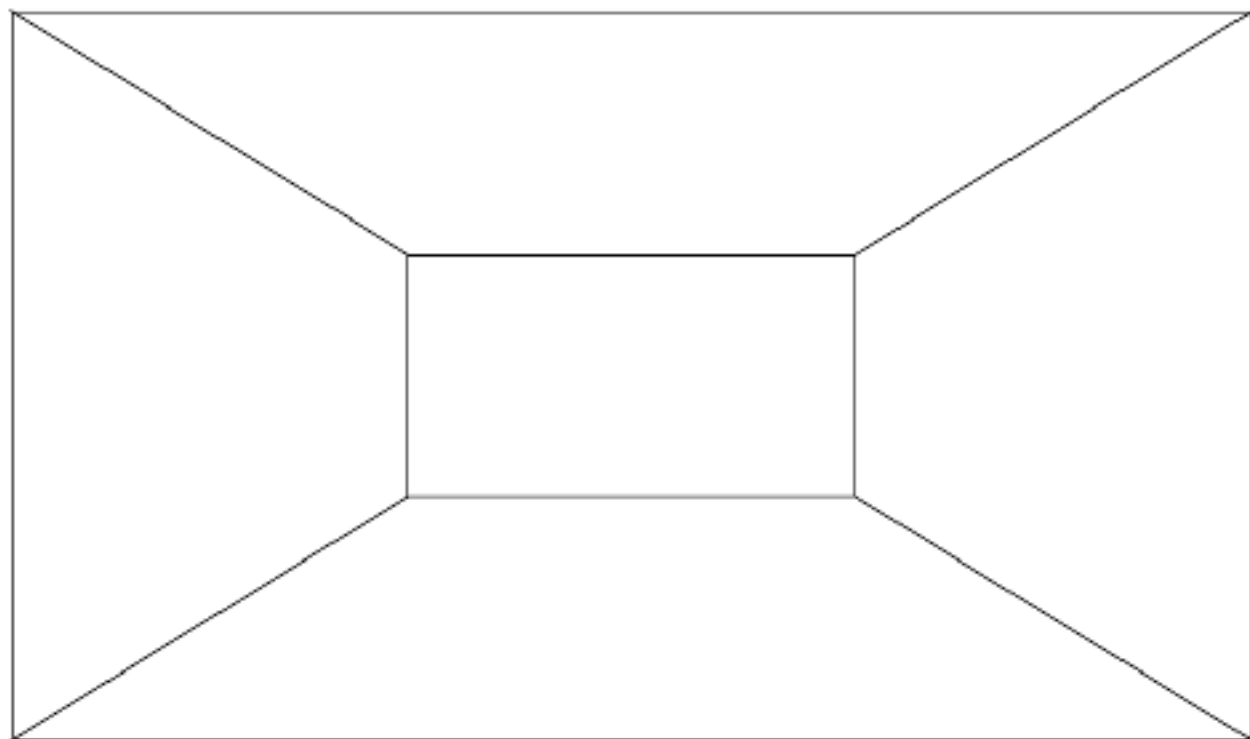
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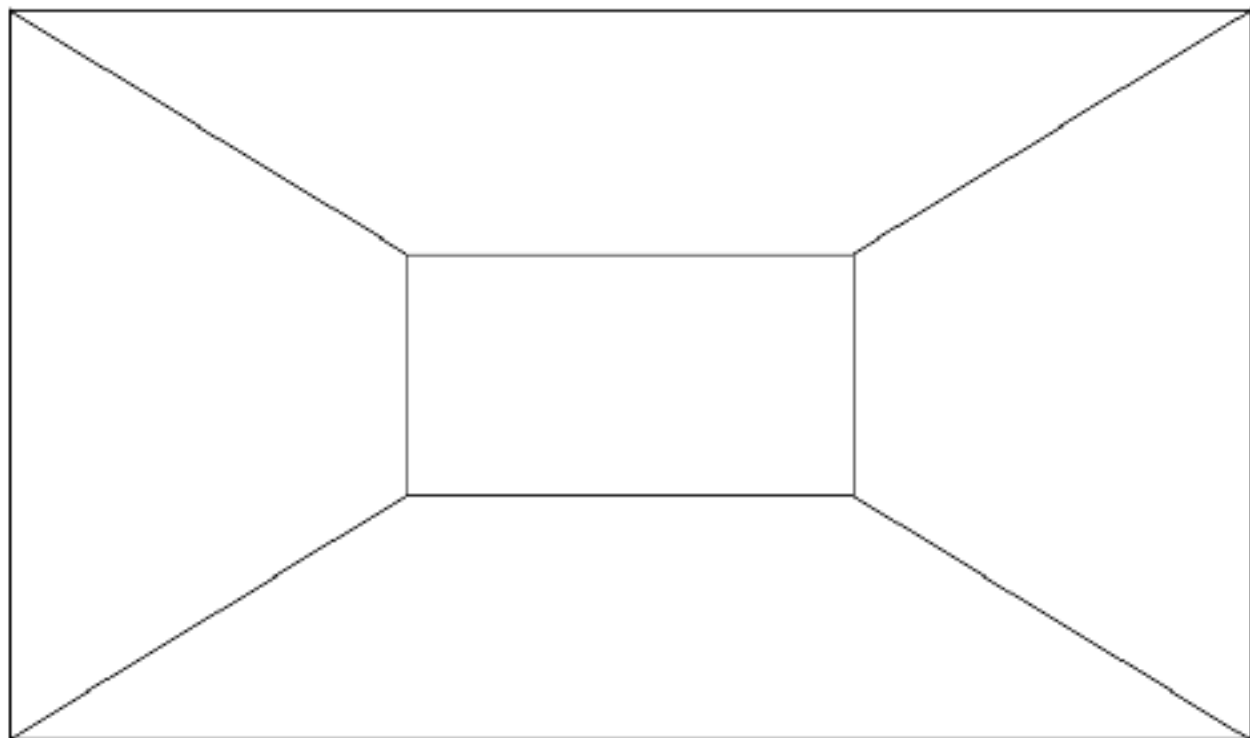
Describe what you would see when looking around your special place. Include details in each space.



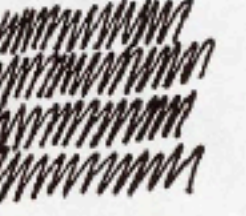
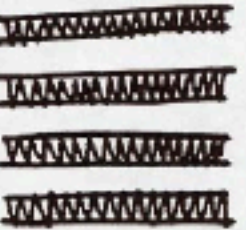
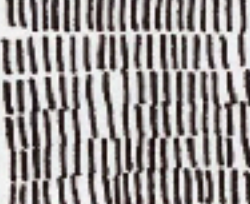
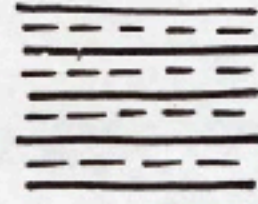
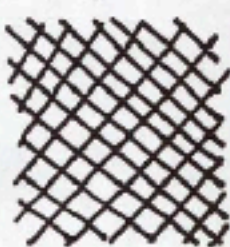
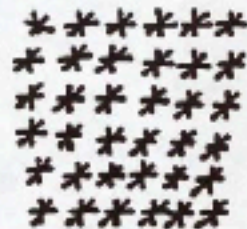
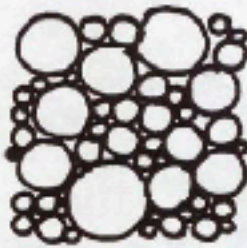
1.



2.



LINES AND TEXTURES



Name _____

Class Code _____

Cinquain Poem

Directions: Look at your finished edition of prints. Create a Cinquain poem based on the key that describes your work.

Line 1 A noun (you may use the title of the artwork)

Line 2 Two adjectives which describe the noun

Line 3 Three verbs which describe the noun

Line 4 A short phrase about the noun

Line 5 Repeat noun in Line 1.

Example: Raindrops

Wet, cold

Dropping, dripping, splashing

Drumming on the roof

Raindrops

Line 1

Line 2

Line 3

Line 4

Line 5

Name: _____ Class Code: _____

6th Grade Monotype Printmaking
Halfway Self Assessment

What do you like about your practice print?

How did you use positive and negative space?

Did you ink your plate well?

Yes

No

Is it signed?

Yes

No

How did you show texture?

What will you do differently on your final print?

Name: _____ Class Code: _____

Grade Six Task Review: A Special Place

Task: Create a monotype print about a place that is special to you.

- Show clues that reveal a special place
- Use hatching and crosshatching to create form
- Use texture and pattern to add interest
- Use abstraction to highlight features
- Create a well-inked, centered, evenly printed, and correctly signed print
- Exhibit good technical skill and craftsmanship

Review the task and the criteria above and respond to the following statements:

1. The special place I wanted to show in my print is clear and easy to see because

2. The clues that I included to show my special are

3. The techniques I used to create form and add interest include

4. The composition is balanced with

5. The features of the special place are highlighted through the use of

6. My prints show that I used good technical skills and craftsmanship because
