

Signatures

7th & 8th Grade



(Collins, 2017, *Step 10 & My Signature*)

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Introductory Information:

- **Grade Level:** 7th & 8th
- **Big Idea:** Signatures
- **Lesson Topic/Summary:** Students will draw inspiration from ancient traditions and contemporary art to create a personal signature print.
- **Length:** 4 class periods/45 minutes each

STAGE 1: DESIRED RESULTS

A. ENDURING UNDERSTANDINGS:

Students will understand that...

- We can identify what is ours by adding a unique signature.
- People leave their mark to identify belongings, personal creations, and as a stamp of approval.
- Signatures are used to represent the identity of an individual or group, and can consist of letters, images, and/or symbols.

B. ESSENTIAL QUESTIONS:

- How do we identify what is ours?
- Why do we want to leave our mark?
- What is a signature?

C. STATE STANDARDS ADDRESSED:

- Massachusetts Standard # 1: *Methods, Materials, and Techniques.* Students will demonstrate knowledge of methods, materials, and techniques unique to the visual arts.
- Massachusetts Standard # 5: *Critical Response.* Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.
- Massachusetts Standard # 6: *Purposes of the Arts.* Students will describe the purposes for which works of dance, music, theater, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

D. ACQUISITION/ LEARNING OBJECTIVES:

- Students will recognize that... signatures and seals have ancient origins from all over the world.
- Students will be able to... use inspiration from contemporary artists to create a work of art.
- Students will practice... participating in class discussions.
- Students will practice... using printmaking materials and processes.
- Students will practice... writing an artist statement.
- Students will recognize that... every signature is unique.

STAGE 2: ASSESSMENT EVIDENCE

A. PERFORMANCE TASK OR FINAL PRODUCT:

The final product will be a unique block printed signature demonstrating creative thinking, planning, skill development in printmaking, and the ability to show personality through art.



(Collins, 2017, *My Signature*)

B. CONTINUUM OF ASSESSMENTS:

- While students brainstorm/sketch signatures, the teacher will monitor progress by discussing student ideas and inspiration with small groups.
- Teacher will review and discuss individual sketches before each student receives a soft cut block.
- Teacher will provide guidance and feedback during printing process.
- Teacher will review written artist statements about students' signatures, inspiration, and unique personal stories that informed their design.

STAGE 3: LEARNING PLAN

A. MATERIALS AND EQUIPMENT:

- | | |
|----------------------|--|
| • pencils | • paint palettes |
| • charcoal sticks | • brayers |
| • sketch paper | • barens |
| • soft cut blocks | • printmaking paper |
| • lino cutters | • projector |
| • smocks | • "Signatures" PowerPoint presentation |
| • block printing ink | |

B. RESOURCES: VISUALS, TEXT, MEDIA AND WEB

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(Cherin, 2010, *L'union fait la farce* / Fawley, n.d., *Snow in Norway 3*)



(Hasani, 2014, *Looking Like Me* / Gruau, n.d., *Fashion Sketch* / Otto, n.d., *On the Farm*)

C. VOCABULARY WITH DEFINITIONS:

- **baren** - a printmaking tool used to rub the back of a sheet of paper, lifting ink from the printing block
- **impression** - an imprint or mark made on a surface
- **linoleum cutter** - (lino cutter) a curved knife used to carve into a printing block
- **seal** - printing stamp
- **signature** - a personal symbol or mark that acts as proof of identity and intent
- **soft cut block** - a thick sheet of synthetic, rubber-like material that can be carved and used for printing
- **printmaking** - the art of using specially prepared blocks to create images
- **proof** - a sample or test print
- **relief print** - a process where the raised surface of a printing block is inked, and the sunken (or recessed) areas are ink-free

D. TEACHER INSTRUCTION:

The teacher will...

Day 1:

- Set up classroom with pencils and sketch paper
- Show “Signatures” PowerPoint and lead introductory class discussion
- Write student ideas on board during discussion
- Distribute handout to class
- Demonstrate steps 1-4 (sketch and transfer image to soft cut block)
- Project steps 1-4 on the board
- Divide students into groups of 3 or 4 for collaborative brainstorm and sketching

Signatures: Soft Cut Print	Part 1: Preparing Your Block	Part 2: Printing
Materials: <ul style="list-style-type: none"> pencil charcoal stick sketch paper soft cut block lino cutter smooth block printing ink paint palette brayer printmaking paper 	<ol style="list-style-type: none"> 1) Brainstorm and sketch personal signatures 2) Trace soft cut block onto paper 3) Complete final sketch 4) Using charcoal stick, transfer sketch onto soft cut block 5) Carve your signature 	<ol style="list-style-type: none"> 6) Prepare your paints 7) Evenly cover carved block with paint 8) Carefully lay printmaking paper over painted block 9) Rub back of paper with brayer (or hand) 10) Carefully pull back paper to reveal print!
	<p>Remember: the carved image on your block needs to be backwards! Be careful: cut away from yourself!</p>	
Vocabulary <p>signature - a personal symbol or mark that acts as proof of identity and intent</p> <p>baren - a printmaking tool used to rub the back of a sheet of paper, lifting ink from the printing block</p> <p>impression - an imprint or mark made on a surface</p> <p>linoleum cutter - also called a carved knife, used to carve into a printing block</p> <p>soft cut block - a thick sheet of synthetic, rubber-like material that can be carved and used for printing</p> <p>printmaking - the art of using specially prepared blocks to create images</p> <p>paper - a versatile and fast print</p> <p>relief print - a process where the raised surface of a printing block is inked, and the sunken (or recessed) areas are ink-free</p>	Brainstorm & Sketch:	

(Collins, 2017, *Handout*)

Day 2:

- Set up classroom with pencils, charcoal sticks, sketch paper and lino cut materials
- Set up printing stations
- Review “relief prints” and discuss positive/negative space in printmaking
- Demonstrate steps 5-10 (carving block and printing)
- Project steps 5-10 on the board
- Review student work and distribute soft cut blocks
- Guide students through proof-making process

Day 3:

- Set up printmaking stations
- Project steps 5-10 on the board and review with class
- Facilitate printing process

Day 4:

- Introduce artist statement assignment
- Facilitate critique and closing discussion

E. QUESTIONS TO GENERATE DISCUSSION:

- How do we identify what is ours?
- Why do we want to leave our mark?
- What is a signature?
- What do the 3 seals discussed (cylinder seal, chinese seal, and wax seal) have in common?
- Why is it important to have a unique signature?
- Why do artists sign their work?
- What are the benefits of using printmaking to create a signature?
- How have your views about signatures and seals changed?
- What have you learned about your classmates through their unique signatures?

F. LEARNING ACTIVITY:

The students will...

Day 1:

- Participate in interactive “Signatures” PowerPoint and class discussion
- View teacher demonstration of steps 1-4 (sketch and transfer image to soft cut block)
- Work in small groups to complete their initial sketches



(Collins, 2017, Steps 4, 5, 7, & 9)

Day 2:

- Review “relief prints” and positive/negative space in printmaking
- View teacher demonstration of steps 5-10 (carving block and printing)
- Complete final sketches for teacher approval
- Transfer sketch onto soft cut block using charcoal stick
- Begin proof-making process

Day 3:

- Make final edits to blocks as necessary using proofs as a guide
- Complete final prints

Day 4:

- Write a short artist statement about their signature and inspiration
- Participate in critique and closing discussion

G. DIFFERENTIATION:Instruction:

- Teacher will provide additional visual instructions and vocabulary for ELL students
- Teacher will pair ELL's with students who share a common language to assist with instruction

Activity:

- Students will have the option of using a foam block to create a relief print if they are unable to manipulate lino cut tools
- Students will have the option to create a signature drawing or painting in lieu of a print if they are unable to complete the printmaking process