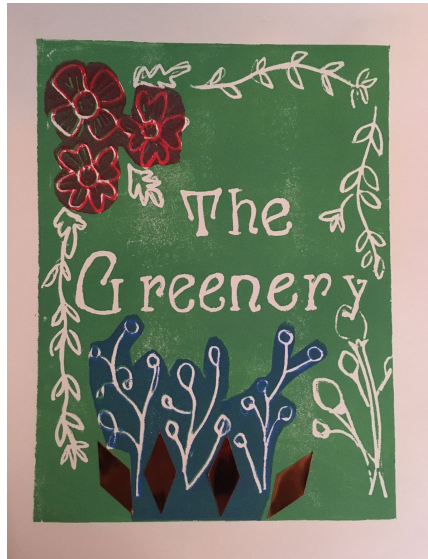


Ad-Kids: Mindful Consumerism

Art and the Community Unit

Grade 4-6



OVERVIEW & PURPOSE

In this lesson, students will imagine they are art directors at an advertising agency. Their goal is to create an advertising poster that promotes a local business in their neighborhood. With a teacher assigned business "client," students will explain why the business presence is significant to the local community and why showing support for it is an essential aspect of being an active community member. They will create posters that have strong visual impact and are effectively persuasive. Using reductive printmaking as the medium, students will consider how to best compose their posters through color selection, text formatting, and use of shape, form, pattern and space.

EDUCATION STANDARDS

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools for printmaking.

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry

5.5 Critical response; Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others

6.2 Investigate uses and meanings of examples of the arts in children’s daily lives, homes, and communities

OBJECTIVES

1. Students will be able to comprehend the meaning of community and how small, local businesses contribute to the richness and success of their community (versus a corporate owned chain store) and be able to visually communicate a concept through the elements of art.
2. Students are expected to utilize the elements of art (namely color, space, and form) along with text to create a visually engaging and persuasive poster advertising a local business in their community.
3. Students will learn how to do reductive printmaking with foam plates.

MATERIALS NEEDED

1. 3-5 plastic trays or placemats
2. Water soluble block ink (5oz tubes, assorted colors)
3. Wooden styluses or blunt pencils/ballpoint pens for tracing
4. 9” x 12” Scratch-Art Scratch-Foam boards (at least 30 for class of 25, in case of “mess-ups”)
5. 6-10 brayers
6. Pack of 11” x 14” paper
7. Pack of 8.5” x 11” blank scrap paper
8. Pack of metallic accent stickers
9. Scissors
10. Paper towels

11. Graphite pencils
12. Newspaper or plastic table cloth
13. If no sink is available, large plastic tubs with water to rinse off foam plates and brayers at end of class.

VERIFICATION

Steps to check for student understanding

1. Explain, through class discussion, the positive impact of supporting small businesses as opposed to large corporate owned stores.
2. Explore how visual art can communicate ideas.
3. Strengthen visual literacy skills by analyzing different posters and indicating similarities and differences in provided examples.
4. Show understanding of elements of visual art and composition through a performance task and class "share-out-loud"
5. Apply knowledge and skill-development of a printmaking technique and consider how to use it to create a composition with strong visual interest.

ACTIVITY

Day 1: Introduction to Lesson

- Have blank 8.5" x 11" paper at each table along with a cup of graphite pencils.
- Follow appropriate **Routines** for class. If there is no "meeting" area, it may be wise to pass out pencils *after* students are seated to avoid distractions from students tampering with materials.
- **Introduce lesson:** Students will be informed they will become "art directors" for an advertising agency. Explain what an art director does for a living for students (found in **Key Words/Vocabulary**) They are tasked with creating a visually engaging and persuasive poster for a local business.
 - Guide discussion with **Unit/Guiding Questions**
 - Present *Advertising with Posters* Powerpoint in **Resources** to further inquiry on topic.

- The teacher will assign a business to each student.
- Refer to **Day 1** in **Reductive Printmaking Steps** to create a sketch for the printing plate.

Day 2: First Printing

- Prior to class, make sure at least 3 printing stations with different color block print inks (still in bottle/tube, do not put on tray until you are ready to ink the foam plate!) are set out around the room along with a 2 brayers for each station—one for inking, the other for transferring the image, an inking tray/placemat, stack of 11"x14" blank paper)
- Refer to **Day 2** in **Reductive Printmaking Steps**
- Students should follow clean up procedures in **Routine**
- Remind students to put their names on the back of their foam plates if not already done.
- Foam plates are to be placed on center of group table. Teacher will collect the plates and store them away in appropriate class storage space (cubbies, rack, shelving, etc.)

Day 3: 2nd Reductive Print

- Inform students they will be reducing their existing foam plate and adding their second color.
- Refer to **Day 3** in **Reductive Printmaking Steps**
- Ask students to write their names on their now reduced foam plates. Foam plates are to be placed on center of group table. Teacher will collect the plates and store them away in appropriate class storage space (cubbies, rack, shelving, etc.)

Day 4: Final/3rd Reductive Print + Class Share-aloud

- Today is the last phase of the reductive printing project.
- Refer to **Day 4** in **Reductive Printmaking Steps**

- Remind students that they need to complete their final print in order to participate in the share-out-loud.
- About 20 minutes before class ends, give a clean-up warning (clean-up should not exceed more than 5 minutes to ensure enough time for share-out-loud)
 - **For the share-out-loud**, students will be called up by table group to hold up their posters for the rest of the class. Fellow students will offer feedback on whether the posters were effective in their visual persuasiveness by using relevant vocabulary (space, shape, form, pattern).
 - **Students are encouraged to make suggestions on how to improve visual impact of peer work.**
 - Inform students their posters will be displayed in the school hallways to bring positive attention to their local community businesses.

Reductive Printmaking Steps:

1. **Day 1:** On an 8.5" x 11" blank sheet of white printer paper, instruct students to write their names and homeroom teacher on the paper then flip it over to the blank side.
2. Students will make a sketch of their poster with a graphite pencil.
3. Since the printed image *will be a mirror image* of the printing plate, students will outline their sketch with black Sharpie. **It is crucial students are completed with their sketch before applying the Sharpie outline (students should be done with outline by end of class)**
4. **Day 2:** Students will be transferring their Sharpie outlined image onto a 9" x 12" foam printing plate. Give students a small piece of masking tape for them to write their names on. They will affix their "nametag" to one side of their foam plate.
 - **IMPORTANT:** **Make sure students place the outlined side touching the foam plate.** The prints will be a mirror image of the printing plate so it is pertinent students transfer the correct side. Refer to *Reductive Printing* Powerpoint in **Resources** for further details.
5. **Check to make sure all students have the correct side touching the foam plate before passing out the stylus/tracing tool.** After placing the facing side of the outline on the foam printing plate, hold one side of the paper in place (taping the

- side down will also keep the paper from moving around).
6. Take the tracing tool (blunt pencil/ballpoint pen/ wooden stylus) and trace the outline transfer (which should be visible due to Sharpie lines) firmly.
 7. After outline has been transferred, remove the 8.5" x 11" paper. Go over the design on the foam plate with the stylus so the indents are deeper (this will ensure bold outlines in the block ink transfer portion).
 8. When the foam plate has been completed (**teacher should check each student's plate to ensure lines are deeply etched, if not, ask them to go over the lines with a stylus**), students will select one color for their first print.
 9. At a printing station, make sure all materials are laid out (including: tables are covered with protective layer, blank 11" x 14" paper laid out next to printing tray, inking tray with ink tubes ready for use, 2 brayers).
 10. Lay the foam printing plate on top of a covered surface, next to the inking tray. Take the brayer and roll it over the block ink pigment slowly at first but gaining speed. Roll until there is a "sticky" sound and the roller portion is evenly coated.
 11. While holding the corner of the foam printing plate in place (with indented outlined side facing up), roll the inked brayer over the plate until the plate is covered evenly with pigment. You may need to re-ink the brayer during the process to ensure an even coat. Make sure there are no faint white patches on the foam plate.
 12. When the foam printing plate is evenly coated with the pigment, gently pick up the plate by its long, vertical sides (using tips of fingers, *teacher demonstration necessary*).
 13. Gently flip the plate over and place it as close to the middle of the 11" x 14" paper as possible (it does not have to be perfect!). Press firmly and **flip the paper over, while the printing plate is still attached**.
 14. Using a clean brayer, firmly roll the clean brayer over the paper. Roll it at least 4 times for optimal quality transfer.
 15. After rolling, flip the paper over so the foam plate is facing up. Gently peel the foam plate back at one corner (**don't lift the entire plate off!**) to check and see if the pigment is transferred, if not repeat the rolling once again.
 16. Once pigment has been transferred, gently peel the entire foam plate off.
 17. *Congratulations, your first print is complete!*
 18. After all students are done, instruct students to take a dampened sheet of paper towel to wipe their foam plate as cleanly as possible. Students should follow **Routines** for clean-up and proper storage of prints and foam plates.
 19. **Day 3:** Today, students will be adding a second color to their print. After students

have retrieved their 11"x 14" print and corresponding foam plate, instruct students to:

- Select one portion of their printing plate they want printed in a contrasting color (can be analogous or complementary color, *but not the same color they did on Day 2*). **NOTE: Make sure to emphasize that once the plate is cut, they cannot reprint the original image. Students need to be sure of their details before making the first cut.**
 - Add details using stylus (or other provided instrument) directly onto the selected area.
 - Cut out selected area with scissors.
20. With the newly cut out foam plate, students will **repeat the printing process from Day 2** but with a **contrasting color** taking care to place the plate **OVER** the same spot on the print. Refer to *Reductive Printing Powerpoint* in **Resources** for more details.
21. Ideally, about 20 minutes before the end of class, students will begin adding details to their third reductive plate in anticipation for **Day 4**.
22. After the 2nd reductive print and 3rd reductive plate preparation, students will follow **Routines** for clean-up and storage.
23. **Day 4:** Students will be applying a third color to their print.
- Students will choose another contrasting color that is different from their first and second print.
 - **Repeat detail marking and reductive process from Day 3.**
 - **Student may add metallic accents with provided stickers**
24. After all students are completed with their third and final reductive print, they will help clean up according to **Routines** and meet for a class share-aloud.