

Arts Assessment For Learning

VISUAL ARTS — 4TH GRADE

RESOURCE: PRINTMAKING - LANDMARKS

4-Lesson Unit Plan for Creating a Collagraph

**While the unit plan is for 4 distinct lessons, it is likely it will take students up to 6 lessons to complete the task of creating their collagraph.*

Day 1: NYC Landmarks

Students will understand what a landmark is and begin sketching NYC landmarks

What is a Landmark?

- Ask students “what makes a building or place a landmark?” Allow students to turn and talk and then share with the class.
 - ✓ Something prominent that identifies location - a prominent structure or geographic feature that identifies a location and serves as a guide to finding it
 - ✓ An important new development: an event, idea, or item that represents a significant or historic development
 - ✓ Something preserved for historic importance: a structure or site identified and preserved because of its historical significance
- Clarify main idea of a landmark with students.
- As a class, create a chart of NYC landmarks.
- Have students share what they know about the landmarks if time permits.
- Once list is finished. Have students assess the landmarks with a peer to determine “What makes it a landmark?”
- Revise list of NYC landmarks as necessary and make exceptions as necessary to project.
- Show power point of NYC landmarks.
- Teacher will demonstrate sketching a NYC landmark using an image and self-talk. Sketch the main shape of the Empire State Building, while thinking about the size of the shapes and lines of the main shape and the windows and decorative features. Think about what makes this building look different from other buildings?

Arts Assessment For Learning

- Students will sketch one or two NYC landmarks in their sketchbook.

Peer Assessment – Share your sketch with a partner. Does your partner recognize your landmark? Why or Why not? What did you include that helps your partner recognize the landmark? What do you need to add? You may ask your partner for suggestions. Some students had time to write a reflection in their sketchbook.

Day 2 – Selecting a Landmark

Students will select their NYC landmark for the project and identify unique features.

- What is unique about my NYC landmark?
- Students will use classroom resources (printed images, books) or resources from home to select a NYC landmark. Students were encouraged to select different landmarks. If a few students wanted the same landmark, they needed to select different perspectives (entire view, partial view or zoom in).
- Teacher demonstrates identifying unique features by selecting a landmark not selected by students. With the class discuss and/or clarify the word unique. With the class discuss what makes the selected landmark special/unique. Discuss the shapes, the main shape, any special features, size, lines, or shapes. The teacher will write down at least two unique features and then with class suggestions, sketch the landmark.
- Students will examine their selected landmark, write at least two unique features and the large main shape in their sketchbook and begin sketching their landmark. Students tried different perspectives and styles in a few sketches.
- During worktime – students stopped and turned and talked with their partner.
- They discussed one of their unique features and how they decided to draw it in their sketch.

Arts Assessment For Learning

Day 3 – Collagraph Plate

Students will be introduced to the collagraph plate and create a list of criteria for an effective collagraph plate.

- What is a collagraph plate?
 - Check for prior knowledge. It is a printing plate used to make multiple images.
- Teacher shows a piece of cardstock (in a basic shape of a building – rectangle) and a developed collagraph (a piece of cardstock in the shape of a building with one or two layers of lines and shapes glued securely to represent windows, doors and features of a building).
- The teacher will make a rubbing of each collagraph using a crayon.
- Ask the class what they notice about the two rubbings?
- Class discussion.
- Ask the class what makes a “good” or an “effective” collagraph.
- Students came up with details, lines, shapes, layered pieces. Chart the responses and title “Criteria for an effective collagraph”.
- How can we create a collagraphic plate reflecting the unique features of our NYC landmark? Ask students for responses.
- Teacher demonstration of creating a collagraph including self-talk.
- Cut a large piece of cardstock to reflect the main shape of the NYC landmark.
- Demonstrate cutting away or adding pieces.
- Then begin layering the details, starting with the larger pieces. Refer to teacher notes and sketches from previous lessons.
- Remind students to glue down the pieces well.
- Name on back of large main shape.
- Note – if any students want to include words, letters or numbers they must glue on backwards. Demonstrate as needed.
- Distribute materials.
- Students begin collagraph.
- Clean up

Arts Assessment For Learning

- Assessment (in sketchbook) – How did you decide to cut the large/main shape of your collagraph? Is it the same or different from your notes in lesson #2? Why or why not?

Day 4-5 – Completing Collagraph

** Can take two additional class periods for students to complete collagraph*

Day 6 – Written Peer Assessment

Students assess each other's collagraphs to provide feedback that the students can use to revise their work.

- How can we use a written peer assessment to help us improve our collagraph?
- Teacher will demonstrate using the written peer assessment with a student as a partner.
- The teacher and the students will each have a collagraph and written peer assessment form.
- Using self-talk and a student partner, teacher will demonstrate how to complete the form. The form stays with the collagraph.
- Students will complete the form and then begin working on their collagraph.
- End of class reflection – How were the comments of your partner helpful or not?
- Written assessment form includes self-assessment and peer assessment.

Written Peer Assessment

Artist Completes the below statement then passes the form to their partner:

Today I plan to _____ because_____.

Partner adds an “I notice” and an “I wish” and hands it back to the artist:

I notice _____, I wish _____

The artist reads the comments and completes the below statement:

Arts Assessment For Learning

I have read my partners comments. Today I plan to _____

Because _____

- Worktime: students will work on their collagraph plate.
- Reflection: How were the comments of your partner helpful or not?
- Did you disagree or agree with the comments?