


**GRADE 2 LESSON PLAN  
INSECT COLLAGRAPH – PRINTMAKING**

<b>Insect Collagraph – Printmaking Lesson Plan Information</b>	
Grade: 2	
Subject: Arts (Visual Arts), Science and Tech (Understanding life systems)	
Topic: Growth and changes in animals	
Duration: 2 hours	
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<b>Curriculum Expectations</b>
<b>The Arts</b>
<b>D1.2</b> Demonstrate an understanding of composition using selected principles of design to create narrative art works or art works on a theme or topic.
<b>D1.3</b> Use elements of design in art works to communicate ideas, messages, and understandings.
<b>D1.4</b> Use a variety of materials, tools, and techniques to determine solutions to design challenges.
<b>D3.1</b> Identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences.
<b>D3.2</b> Demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places.
<b>Science and Technology – Understanding life systems: Growth and changes in animals</b>
<b>2.2</b> Observe and compare the physical characteristics and the behavioral characteristics of a variety of animals, including insects, using student-generated questions and a variety of methods and resources.
<b>2.3</b> Investigate the life cycle of a variety of animals using a variety of methods and resources.
<b>2.4</b> Observe and compare changes in the appearance and activity of animals as they go through a complete life cycle.
<b>2.5</b> Investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods.
<b>2.7</b> Use a variety of forms to communicate with different audiences and for a variety of purposes.
<b>3.1</b> Identify and describe major physical characteristics of different types of animals.

<b>Fundamental Concepts for Grade 2</b>
<b>Elements of Design</b>
<b>line:</b> horizontal, vertical, diagonal lines; lines that show motion (e.g., pointy, curvy); lines inside shapes
<b>shape and form:</b> symmetrical shapes and forms (e.g., shapes and forms in buildings)
<b>space:</b> overlapping of objects to show depth
<b>colour:</b> secondary colours (various colours made by mixing equal amounts of primary colours, such as violet, orange, green); mixing of colours with a limited palette

**texture:** textures of familiar objects (e.g., rough tree bark, smooth plastic plate, ridged corduroy fabric); illusion of texture (e.g., a rough texture created by patterns of lines); impasto (thick, textured paint)

**value:** mixing of a tint; identification of light and dark

**Principles of Design**

*repetition and rhythm:* repetition of colour and shape in patterns; random, alternating, and regular patterns in everyday objects (e.g., textiles, ceramics) and in art (e.g., works by M. C. Escher)

**Lesson Plan Overview and Objectives**

Students will create collagraph prints of insect illustration inspired by Charley Harper and Eric Carle. Through their illustration and printmaking, they will demonstrate understanding of elements of design and principles of design (rhythm and repetition).

Students will learn collagraph printmaking techniques. They will use appropriate terminology related to printmaking, and demonstrate understanding of printmaking materials, tools and process.

**AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE**

<b>Insect Collagraph - Printmaking</b>	
<b>Materials</b>	Reference images (insect, Charley Harper), drawing tools, shape templates, printing plate (white cover stock – double weight card/precut recycled cardboard), white cover stock – single weight, water based printmaking ink (yellow, red, blue), brayer, baren, cartridge paper (printing), scissors, glue stick
<b>Introduction Inspiration</b>	<p>Students explore and discuss visual/physical characteristics of insects. Explore Charley Harper and Eric Carle’s illustrations of insects using elements of design and principles of design. Compare and contrast Harper’s illustration with photos of insects. Discuss physical characteristics of insects and how Harper and Carle used elements of design and principles of design to create their illustrations. Personal approaches and reflections.</p> <p><b>Guiding questions</b></p> <ul style="list-style-type: none"> <li>- What kinds of shapes and patterns can you find from the insect?</li> <li>- Describe physical characteristics. How do these characteristics affect behavioral characteristics of insects?</li> <li>- What makes the illustration/insect visually interesting (shape, colour, pattern)? Why?</li> <li>- Will there be any changes in their appearance as they go through metamorphosis?</li> </ul> <p><b>Art terms to be covered:</b></p> <ul style="list-style-type: none"> <li>- Elements of design</li> <li>- Principles of design</li> <li>- Primary colours,</li> <li>- Secondary colours</li> <li>- Collagraph</li> <li>- Geometric shape</li> <li>- Design (composition)</li> </ul>

<b>Demonstration Activity</b>	<p><b>Planning – Idea Sketch:</b> Students create an idea sketch of their imaginary insect(s). The instructor shows them images of insect illustrations by Charley Harper and Eric Carle. Encourage them to play and use shape templates to trace and create their illustration. What are their insects going to look like? When sketching, ask students to think about physical characteristics of their insects and how it will influence abilities and behaviors.</p> <p><b>Demonstration by the fine art instructor</b> The instructor demonstrates the step-by-step process of creating a collagraph plate and printmaking.</p> <ul style="list-style-type: none"> <li>- Separate the drawing of an insect into different body parts (head, body, leg, and/or wing).</li> <li>- Separate design elements (shapes, lines) from the body parts. For a collagraph printmaking, it is necessary to separate the drawing into main shapes so that the finished plate is uniform in height.</li> <li>- Draw or trace the body parts and design elements on white cover stock, cut and glue pieces to make the image.</li> <li>- Once the printing plate is completed, apply printmaking ink with a brayer.</li> <li>- Place a cartridge paper over the inked plate and carefully rub the paper with a baren. Carefully peel the paper off of the plate.</li> </ul> <p><b>Printmaking</b> Print with secondary colours: orange, green, purple The instructor explains how to mix primary colours to create secondary colours.</p> <p><b>Art terms to be covered</b></p> <ul style="list-style-type: none"> <li>- Print (making)</li> <li>- Printmaking</li> <li>- Collagraph</li> <li>- Brayer</li> <li>- Baren</li> <li>- Printing plate</li> <li>- Printing ink</li> </ul>
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### POST-VISIT ACTIVITIES

<b>Post-Visit Activity</b>	Artist reflection questions, drawing (optional)
<b>Materials</b>	Pencil, eraser, paper, crayon
<p><b>Artist Reflection</b> Students describe how they created their collagraph print. Examine both the plates and prints to discuss the effects that cutouts create when printing. What was the inspiration for creating their imaginary insects? What’s special about their insects?</p> <p><b>Resources</b> Eric Carle</p>	

Charley Harper

### CURRICULUM CONNECTIONS

<b>Cross Curricular and Integrated Learning</b>	Science and Technology
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*Science and Technology (growth and changes in animals)*

***Drawing – Lifecycle of Insect***

Choose an insect such as a butterfly, beetle, ladybug, stick insect, wasp, cockroach, or similar. Draw its lifecycle and colour it. Present your life cycle to the class.

Imagine how their insects would look like at their different stages (metamorphosis). Students a lifecycle drawing based on their imaginary insects.