


**GRADE 7 LESSON PLAN  
POP CULTURE COLLAGRAPH – PRINTMAKING**

<b>Pop Culture Collagraph – Printmaking Lesson Plan Information</b>	
Grade: 7	
Subject: Arts (Visual Arts), Language Arts (Media literacy)	
Topic: pop culture	
Duration: 2 hours	
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<b>Curriculum Expectations</b>
<b>The Arts</b>
<b>D1.1</b> Create art works, using a variety of traditional forms and current media technologies that express feelings, ideas, and issues.
<b>D1.2</b> Demonstrate an understanding of composition using selected principles of design and the ‘rule of thirds’ 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 understanding.
<b>D1.4</b> Use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges.
<b>D3.1</b> Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations.
<b>D3.2</b> Demonstrate an understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity.
<b>The Language Arts – Media literacy</b>
1.1 explain how various media texts address their intended purpose and audience
1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts
1.4 explain why different audiences ( <i>e.g., with respect to gender, age, nationality, ability/disability income level</i> ) might have different responses to a variety
1.5 demonstrate understanding that different media texts reflect different points of view
1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve
2.1 explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning
3.1 explain why they have chosen the topic for a media text they plan to create

<b>Fundamental Concepts for Grade 7</b>
<b>Elements of Design</b>
<i>line</i> : lines for expressive purposes; diagonal and converging lines to create depth of space; repetition of lines to create visual rhythm

*shape and form:* various shapes and forms, symbols, icons, logos, radial balance  
*space:* use of blue or complementary colours in shadows and shading to create depth; one- and two point perspective; open-form sculpture versus closed-form sculpture; installations  
*colour:* analogous colours; transparent colour created with watercolour or tissue paper decoupage  
*texture:* textures created with a variety of tools, materials, and techniques  
*value:* shading

**Principles of Design**

*unity and harmony:* radial balance (e.g., a mandala); similarity (e.g., consistency and completeness through repetition of colours, shapes, values, textures, or lines); continuity (e.g., treatment of different elements in a similar manner); alignment (e.g., arrangement of shapes to follow an implied axis); proximity (e.g., grouping of related items together)

**Lesson Plan Overview and Objectives**

Students create pop culture collagraph prints inspired by Andy Warhol. Through their printmaking, they demonstrate their understanding of elements of design and principles of design (focusing on unity and harmony).

Students learn collagraph printmaking techniques. They 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, 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>The instructor introduces Pop Art and Andy Warhol. Discuss what messages Andy Warhol tried to convey and how he depicted them through his work. Explore Andy Warhol’s prints using elements of design and principles of design. Personal approaches and reflections.</p> <p><b>Guiding questions</b></p> <ul style="list-style-type: none"> <li>- What is Pop art? What inspired Pop artists?</li> <li>- What message is Andy Warhol trying to convey through his prints?</li> <li>- How is Andy Warhol presenting his ideas? Evaluate the effectiveness of his presentation and the ways he treated his ideas.</li> <li>- How did Andy Warhol use elements of design and principles of design to create his illustration?</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> </ul>

	<ul style="list-style-type: none"> <li>- Design (composition)</li> <li>- Pop Art</li> </ul>
<b>Demonstration Activity</b>	<p><b>Planning – Idea Sketch:</b> Students create an idea sketch of Pop art print(s). The instructor shows them images of prints by Andy Warhol. Encourage them to play and use shape templates to trace and create their prints if needed. “Pop artists began to look for inspiration in the world around them, representing – and, at times, making art directly from – everyday items, consumer goods, and mass media. (MOMA)” Ask students what their inspiration will be for their prints. How is it affecting their lives?</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 into parts (shapes, lines). For a collagraph, 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 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 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></p> <ul style="list-style-type: none"> <li>- Print with analogous colours</li> </ul> <p>The instructor explains how to mix primary colours to create secondary colours, and what analogous colours are.</p> <p>Art terms to be covered:</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> <li>- Analogous color</li> </ul>

### POST-VISIT ACTIVITIES

<b>Post-Visit Activity</b>	Artist reflection questions, drawing (optional)
<b>Materials</b>	Pencil, eraser, paper, crayon
<b>Artist Reflection</b>	
<p>Students describe how they created their collagraph print. Examine both the plates and prints to discuss the effects that cutouts create when printing.</p> <p>What was the inspiration for their Pop art prints? What message are they presenting? How are they influenced by popular culture?</p>	

**Resources**

[https://www.moma.org/learn/moma\\_learning/themes/pop-art](https://www.moma.org/learn/moma_learning/themes/pop-art)

[https://www.moma.org/explore/inside\\_out/2015/04/29/serial-singular-andy-warhols-campbells-soup-cans/](https://www.moma.org/explore/inside_out/2015/04/29/serial-singular-andy-warhols-campbells-soup-cans/)

<https://art21.org/artist/barbara-kruger/>

**CURRICULUM CONNECTIONS**

<b>Cross Curricular and Integrated Learning</b>	Language Arts
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*Language Arts (Media literacy)*

**Collage Inspired by Barbara Kruger**

Explore Barbara Kruger's collages and discuss ideas that she provokes through her work.

Create a collage inspired by Barbara Kruger.

**Visit a Gallery**

Go to an art gallery that has contemporary or post-modern work on display. Write 500 words about the work you see. Include information on the artist as well as the ideas behind his/her work.