

**GRADE 2, 5 LESSON PLAN
INSECT COLLAGRAPH – PRINTMAKING**

<p>Lesson Plan Information</p> <p>Grade: 2, 5</p> <p>Subject: Arts (Visual Arts)</p> <p>Science and Tech (Understanding Life Systems)</p> <p>Duration: 2 hours</p>	
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<p>Lesson Plan Overview and Objectives</p> <p>Students will create collagraph prints of insect illustrations inspired by Charley Harper and Eric Carle. Through their illustration and printmaking, they will demonstrate an understanding of the elements and principles of design (rhythm and repetition).</p> <p>Students will learn collagraph printmaking techniques. They will use appropriate terminology related to printmaking, and demonstrate understanding of printmaking materials, tools and process.</p>
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AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

<p>Insect Collagraph – Printmaking Inspired by Charley Harper and Eric Carle</p>	
<p>Materials</p>	<p>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, barren, cartridge paper (printing), scissors, glue stick</p>
<p>Introduction Inspiration</p>	<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>Guiding questions</p> <ul style="list-style-type: none"> - What kinds of shapes and patterns can you find from the insect? - Describe physical characteristics. How do these characteristics affect behavioral characteristics of insects? - What makes the illustration/insect visually interesting (shape, colour, pattern)? Why? - Will there be any changes in their appearance as they go through

	<p>metamorphosis?</p> <p>Art terms to be covered:</p> <ul style="list-style-type: none"> - Elements of design - Principles of design - Primary colours, - Secondary colours - Collagraph - Geometric shape - Design (composition)
<p>Demonstration Activity</p>	<p>Planning – Idea Sketch: 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>Demonstration by the fine art instructor The instructor demonstrates the step-by-step process of creating a collagraph plate and printmaking.</p> <ul style="list-style-type: none"> - Separate the drawing of an insect into different body parts (head, body, leg, and/or wing). - 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. - Draw or trace the body parts and design elements on white cover stock, cut and glue pieces to make the image. - Once the printing plate is completed, apply printmaking ink with a brayer. - Place a cartridge paper over the inked plate and carefully rub the paper with a baren. Carefully peel the paper off of the plate. <p>Printmaking Print with secondary colours: orange, green, purple The instructor explains how to mix primary colours to create secondary colours.</p> <p>Art terms to be covered</p> <ul style="list-style-type: none"> - Print (making) - Printmaking - Collagraph - Brayer - Baren - Printing plate - Printing ink

FOR TEACHERS BACK AT SCHOOL – POST-VISIT ACTIVITIES

Post-Visit Activity	Artist reflection questions, drawing (optional)
Materials	Pencil, eraser, paper, crayon
<p>Artist Reflection 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>Resource <i>What’s Your Favourite Bug</i>, Eric Carle, Henry Holt and Co., 2018 <i>Charley Harper’s Count the Birds</i>, Zoe Burke, Pomegranate Communications, 2015</p>	

FOR TEACHER REFERENCE ONLY – CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Science and Technology
<p>Science and Technology (growth and changes in animals)</p> <p>Drawing – Lifecycle of Insect Choose an insect such as a butterfly, beetle, ladybug, stick insect, wasp, cockroach, or similar. Draw its life-cycle and colour it. Present your drawing to the class. Imagine how their insects would look at different stages (metamorphosis). Students make a lifecycle drawing based on their imaginary insects.</p>	

Curriculum Expectations
<p>The Arts (Visual Art)</p> <p><i>Fundamental Concepts:</i> Elements of Design (line, shape and form, space, colour, texture, value)</p> <p>Principles of Design Grade 2: Repetition and Rhythm Grade 5: Proportion</p> <p>Science and Technology (Understanding Life Systems) Topic Grade 2: Growth and Changes in Animals</p>