

# Unit 4: Styrofoam Block Printing

Content Area: **Art**  
Course(s):  
Time Period: **Full Year**  
Length: **8 Weeks**  
Status: **Published**

## Unit 4: Styrofoam Block Printing

---

### Unit Rationale

The purpose of this unit is to...

- Teach students that block printing is a form of printmaking artists developed in order to make many copies of the same image in order for them to be more profitable.

### Essential Questions

---

- Why did printmaking evolve?
- Can you think of other things that you see or use that are printed in mass?

### Pre-Assessments

---

As students enter the art room, they will receive a stamp on their hand. Once they enter the room, they will be asked to write their explanation on a piece of paper/white board what they process of stamping is. The educator will ask for the students' responses and be able to see if they have prior knowledge of printmaking terms and concepts.

### Instructional Plan

---

See description below for Lesson 1.

### Lesson 1: Intro to Printmaking

---

#### **Student Learning Intentions or We are learning to/that ... (WALT)**

- A drawing is scratched onto a Styrofoam block. Once the drawing is finished and scratched sufficiently ink is rolled onto the surface. Wherever the Styrofoam is indented there will be no ink. This ink covered plate is centered over a piece of paper and rubbed so the ink transfers to the paper. The print will be a negative of the

plate with the drawing in white (or whatever color the paper is).

- The plexiglass plate which is used to roll the ink onto the brayer is called an inking station.
- The prints that they make from the same printing plate are called an edition.

### **Student Success Criteria ... “I can statements”**

- Transfer a drawing to a printing plate.
- Make sure the indentations on the printing plate are sufficiently wide and deep that when the ink is rolled onto the printing plate they do not fill in with ink.
- Roll the ink onto the brayer (roller) at the inking station.
- Transfer the ink from the Styrofoam block onto the print through careful and thorough rubbing with a spoon so all ink transfers to the print.
- Sign and number their edition in the traditional method.

### **Instructional Strategies and Activities**

#### Lesson 1: Intro to Printmaking

- Students will complete the pre-assessment described above.
- The educator will then review the process of printmaking with the class.
- Students will make rough drawing on paper (the same size as printing plate) with a subject matter of their choice.
- Students will place drawing on top of plate and trace over lines with pencil or ballpoint pen.
- Drawing should not be transferred to plate lightly. All lines must be traced over with pencil or wood stick. The wider the point, the thicker the line. Additional textural lines can be added.
- Students will make an edition of 3 on printing day.
- Prints can be touched up with watercolor after print is dry.
- Sign, number and title edition.

### **Formative Assessments:**

Throughout the process of creating a themed color wheel, students will be evaluated using the following methods:

- **The educator may question individuals or the class as a whole for understanding of concepts.**
- **The educator may look at individual works in progress to check for understanding.**
  - Are students following directions for subject matter of initial drawing? Does drawing have a sufficient level of detail to sustain visual interest?
  - Are students transferring drawing to printing plate so lines are deep enough not to fill in when ink is rolled onto plate?
  - Is ink rolled onto plate to have even coverage?
  - Are students visually registering (centering) printing plate on paper?

- Are students rubbing plate and paper with spoon using correct motion so all areas are transferring?
- Are students make sure of transfer by lifting up half of print to inspect while holding other half down to keep from moving and getting print out of register?
- Are students touching up with watercolor as necessity and time permits.?
- Do students understand proper technique for signing, titling and numbering edition.

## **Instructional Materials and Resources**

Student Supplies: Pre-assessment paper, printmaking paper, pencil, eraser, ink, Styrofoam, brayer, barren, watercolor paint

Educator Materials: Stamp, Printmaking lesson sample, printmaking paper, pencil, eraser, ink, Styrofoam, brayer, barren, watercolor paint

## **Reflections and Suggested Modifications**

To be reflected upon by the educator at the completion of the unit.

## **Modifications and/or Accommodations**

---

### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful

units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

---

## New Jersey Student Learning Standards: Content Area

VA.3-5.1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
VA.3-5.1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
VA.3-5.1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
VA.3-5.1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and

equipment.

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

---

### **Integration of Diversity, Equity, and Inclusion:**

Students will create a 3 series ink print with abstract or representational imagery of their choosing. At the end of the unit, students will conduct a "museum walk" critique that will give them the opportunity to provide feedback to each other and observe their work. They will collaborate on ideas, share their constructive criticisms, and embrace the differences in each of their prints.

## **Integration of Career Readiness, Life Literacies and Key Skills**

---

CRP.K-12.CRP6

Demonstrate creativity and innovation.

WRK.9.1.2.CAP

Career Awareness and Planning

## **Integration of Computer Science and Design Thinking**

---

CS.K-2.8.2.2.ITH.4

Identify how various tools reduce work and improve daily tasks.

## **21st Century Life and Career**

---

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

---

ELA.SL.PE.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.