

Collaborative Advocacy Posters

Big Idea

Students collaborate together to create communicative artworks with Speeds Screens print-making.

Established Goals (National Standards)

VA:Cr1.1.IIa: Individually or collaboratively formulate new creative problems based on student's existing artwork.

VA:Cr1.1.IIIa: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Cr2.1.IIIa: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

VA:Cr2.3.IIIa: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

VA:Pr6.1.IIa: Make, explain, and justify connections between artists or artwork and social, cultural, and political history

VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

VA:Re.7.1.IIIa: Analyze how responses to art develop over time based on knowledge of and experience with art and life.

VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Re9.1.IIIa: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

VA:Cn10.1.IIIa: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

VA:Cn11.1.IIa: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts

Essential Questions

How does art influence people's opinions?

How are different ideas represented visually?

What sort of things might impact someone's interpretation of an artwork?

Can art have a message or deeper meaning? How so?

How do people work together to create art?

What sort of causes are important to you?

What personal experiences of yours determine causes that are important to you?

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Student Objectives

- Students will be able to create a screen printed poster.
- Students will be able to work together collaboratively on an artwork.
- Students will be able to represent themselves through artwork.
- Students will be able to critique artwork effectively.
- Students will be able to examine causes that are important to them.
- Students will be able to communicate visually.

Performance Tasks

- Students will create planning sketches.
- Students will create a layer of a larger screen printed poster.
- Students will design a poster collaboratively.
- Students will create several prints of their poster.

Other Evidence

- There will be a class discussion focusing on essential questions.
- There will be a class critique where students will present their work and receive feedback
- Students will be graded on their final poster print.

Adaptations for Diverse Learners

- Students who need assistance with fine motor skills will get assistance swiping the squeegee
- Depending on student ability, may provide scaffolding through teacher made stencils.

Closing Activities

- Classic Critique: students will present their artwork to the class along with their artist statement, then students will have a discussion about the artwork following classroom norms and procedures.

Clean-up Procedures and/or Safety Procedures

- Students will be responsible for washing out screens each day
- Students will be responsible for safely using ink and other materials

Materials

Speedball Speed Screens
Speedball Acrylic Screen Ink
Speedball Squeegees
Arnhem Paper

Materials

Sketchbooks
Pencil
UV Exposure Lamp
Transparency Paper

Resources

[National Standards](#)
[Screen Printing Booklet](#)
[Speed Screens Video](#)
[Max Mahan Exemplar Artist](#)
[Angela Pilgrim Exemplar Artist](#)

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Sequence of Instruction/Timeline

Day 1 Introduction (1 hour 30 min)

Students will create a visual journal entry examining and processing the essential questions. Students will present their visual journal explorations in a class discussion about the essential questions.

Day 2 Introduction Cont. (1 hour 30 min)

Students will discuss causes important to them, and how art impacts those. Present students with information about screen printing and poster making process

Day 3 Grouping (1 hour 30 min)

Students will self group based on commonalities in their important causes from previous days. (groups of 2-4)

Students will discuss and select one cause they want to explore through artwork.

Day 4 Planning (1 hour 30 min)

Students will individually brainstorm and sketch poster ideas for their group cause

Day 5 Collaborative Design (1 hour 30 min)

Students will present their sketches and ideas to their group members and discuss. Students will begin to sketch out one group poster idea including elements from each group members interpretation

Day 6 Design Cont. (1 hour 30 min)

Students will make a detailed sketch of their groups idea. Students will present these sketches as a group to the class for feedback like a mini critique

Day 7-9 Digital Design

Students will work as a group to break down how they want to layer their poster, ending up with each student in the group being responsible for a different layer.

Students will begin to design their poster layer digitally, and make sure they layers work together.

Students will test print their layers to make sure they line up

Day 10-14 Printing

Students will begin working as a group to print their collaborative poster using Speedscreens

Day 15-16 Presenting Critique

Students will collaboratively present their cause posters and participate in critique and discussion of other posters.