

My Abstract Environment

Big Idea

Students examine and process the environment around them through abstract printmaking.

Established Goals (National Standards)

VA:Cr2.1.3a: Create personally satisfying artwork using a variety of artistic processes and materials.

VA:Cr2.3.3a: Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

VA:Cr2.1.4a: Explore and invent art-making techniques and approaches.

VA:Cr2.3.4a: Document, describe, and represent regional constructed environments.

VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr2.3.5a: Identify, describe, and visually document places and/or objects of personal significance.

VA:Re.7.1.3a: Speculate about processes an artist uses to create a work of art.

VA:Re.7.1.4a: Compare responses to a work of art before and after working in similar media.

VA:Re.7.1.5a: Compare one's own interpretation of a work of art with the interpretation of others.

VA:Cn10.1.3a: Develop a work of art based on observations of surroundings.

VA:Cn10.1.4a: Create works of art that reflect community cultural traditions.

VA:Cn10.1.5a: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.

Essential Questions

What is your environment?

Does good art have to look photorealistic?

Why are there different styles of art?

What are different things that impact how someone views an artwork?

Can objects/things be meaningful to you?

What does abstract mean?

Student Objectives

Students will be able to create a print using a stencil screen printing method.

Students will be able to create art inspired by their environment.

Students will be able to discuss abstract art.

Students will be able to create art that is meaningful for them.

My Abstract Environment

Performance Tasks

Students will create sketches of objects/things in their environment that they have an interest in.
Students will choose three things from their sketches to abstract focusing on form.
Students will use composition and draw their three abstract objects on freezer paper.
Students will cut out their abstract objects to make stencils for printing.
Students will screen print their stencils onto paper.

Other Evidence

There will be a class discussion focusing on essential questions while students sketch, verbal observation of sketching and feedback provided in conversation with students.
Students will get teacher approval and feedback of abstract forms before making stencil.
Students will be graded on final art print.

Adaptations for Diverse Learners

Depending on student ability, may provide scaffolding through teacher made stencils.
Depending on student motor skills, teacher may swipe squeegee for students when printing.

Closing activities

Musical Chairs Gallery: Hang student work on walls and let them walk around musical chairs style and stop them at different artworks to them have class discussion where they can share ideas and opinions about other students' work.

Clean-up Procedures and/or Safety Procedures

Washing screens after printing
Supervise students using scissors

Materials

Freezer Paper for Stencils
Sharpie
Sketch Paper

Screen Printing Materials

Screens
Squeegees
Ink
Paper for printing onto
Scissors for cutting stencils

Resources

[National Standards](#)
[Stencil Printing Video](#)
[MoMA Matisse Info](#)
[Screen Printing Booklet](#)

My Abstract Environment

Sequence of Instruction/Timeline

Day 1 Introduction 30 min

Present info about abstract art, and discuss what it means to abstract something. Highlight exemplar artist Matisse, have students discuss and interpret Matisse prints before giving context, maybe give students something hands on they can explore while discussing.

Day 2 Introduction Cont. 30 min

Discuss if they feel different about the artwork after context. Discuss how objects/things in their environment can be important to them. Begin sketching out objects/things they are interested in.

Day 3 Planning 30min

Continue working on sketches, doesn't matter how many a student creates. Have class discussion about selecting three objects to abstract and have students finalize their three objects.

Day 4 Stencil Making 30 min

Remind students about composition, have them begin composing their abstract drawings on freezer paper with sharpie. Encourage early finishers to try a few different compositions

Day 5 Stencil Making 30min

Have students cut out their abstract object stencils. Discuss how screen printing will work, rules.

Day 6-8 Printing 30min

Help students print their work using their stencils.

Day 9 Summary 30min

Have students display their prints around the classroom, Musical Chairs Gallery