

Tessellated Tiles

Big Idea

Students incorporate cross curricular skills to create geometric art about their identity through printmaking.

Established goals (National Standards)

VA:Cr1.2.6a: Formulate an artistic investigation of personally relevant content for creating art.

VA:Cr1.2.7a: Develop criteria to guide making a work of art or design to meet an identified goal.

VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

VA:Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format.

VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

VA:Re.7.2.7a: Analyze multiple ways that images influence specific audiences.

VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Essential Questions

What do you know about logos and symbols?

How can a symbol represent yourself?

What sort of things would inspire your personal symbol?

How is math used in art?

What does geometric mean?

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 but not others?

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Student Objectives

- Students will be able to carve linoleum blocks safely.
- Students will be able to use their linoleum blocks to print geometric patterns.
- Students will be able to represent themselves through a symbol.
- Students will be able to use math skills to create artwork.
- Students will be able to use planning to create a tessellation artwork.

Performance Tasks

- Students will create sketches of abstracted objects.
- Students will create a design/logo/symbol that represents themselves.
- Students will create a cutout of that symbol to test its tessellation.
- Students will create a linoleum stamp of their symbol.
- Students will create prints of their repeated symbol.

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 symbols before making lino carving.
- Students will be graded on final art print.

Adaptations for Diverse Learners

- Depending on student ability, may provide scaffolding through teacher made patterns to carve or carvings.
- Depending on student motor skills, teacher may assist with brayering linoleum.

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.

Materials

Speedball Linoleum blocks
Speedball Carving tools
Speedball Water Soluble Ink

Materials

Speedball Block Printing Paper
Speedball Brayers
Sketch Paper
Pencils
Sharpies

Resources

[National Standards](#)
[Tessellations Info](#)
[Practice Tessellation Activity](#)
[Daniel Villa Exemplar Artist](#)
[Block Printing Book](#)

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Sequence of Instruction/Timeline

Day 1 Introduction (1 Hour):

Present various famous prints and printmaking techniques

Discuss what students like and dislike about these, inquire about why someone made these works of art

Have students visual journal about printmaking and their interpretations

Day 2 Introduction Continued (1 Hour):

Present about linoleum printmaking and exemplar artists (recommend Daniel Villa)

Discuss geometric art and symbols

Students begin brainstorming geometric designs to represent themselves

Day 3 Geometric Design Day (1 Hour):

Discuss tile design/tessellations

Students do planning sketches of three different geometric designs that represent themselves.

Students select a design they want to make a print with.

Day 4 Linoleum Day (1 Hour):

Present info about carving linoleum safely, highlight how mirror image will print.

Students begin drawing design from their sketches on linoleum.

Day 5-9 Linoleum Carving and Printing:

Students carve their linoleum and practice prints until they get to where they want their prints to be

Students complete a whole print that includes several prints of their carving together (i.e. if lino block was 4inx4in their final print would be 12inx12in with 9 prints on one paper)

Day 10 Critique!

Critique day, critique style of your choice (recommend musical chairs gallery)

Students write an artist statement paragraph about their process and artwork