

Name: Sarah Lloyd

Week of:

Date of Lesson: Day 1 of 10 day project

Subject: Drawing/Painting (Grades 9-12)

Content: Scratchboard Watercolor

Lesson Focus or Major Goal:

The student will create a mixed media artwork which expands on their pre-existing drawing and painting skills by combining the processes in a new way. The students will practice their skill of illustrating a full range of value through the creation of a scratchboard etching, the students will then use watercolors to create a full color illustration. The students will then write an artist's statement about their piece describing their subject choice and what they thought of the process.

Content Standards(s):

1PR: Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

3RE: Explain artistic processes from idea conception to completion of a work of art using descriptive and art-specific terminology.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level two Art class. Students have had previous projects utilizing skills in drawing using original ideas, as well as visual resources, students have also had opportunities to utilize watercolor as well.

Learning Objective(s):

1. The student will create a mixed media artwork demonstrating refined craftsmanship and precision on scratchboard with watercolor from an original idea of their choice.
2. Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration.

Academic Language Objective(s):

Academic language will be utilized in the introduction and demonstration process of the project as well as throughout the production portion by teacher and students. The students are expected to use art-specific academic language in completing their artist statement while describing the process as well as while critiquing their artwork.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Rubric	60 points	<ol style="list-style-type: none"> The student will create a mixed media artwork demonstrating refined craftsmanship and precision on scratchboard with watercolor from an original idea of their choice. Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration. 	Written feedback

Resources, Materials and Technology:

- 11"x14" Scratchboard
- Scratchboard tools w/varying nibs
- Watercolors, brushes, containers for water and trays or painting wells.
- Sketchbooks or paper for rough sketches, pencils, erasers, scratchboard tools w/varying nibs
- Visual examples handout as well as some visuals from Artist Cathie Bleck from Communication Arts Magazine September/October 1999 Vol. 41 No. 5. (Pages 68-77)

Lesson Introduction/Motivational Statement:

Educate students that bringing in their drawing experience in a different media and application method with etching is a great way to hone their already developed skills as well as develop new. They will be able to bring their experience with watercolors to a whole new media as well and be able to see their skills illustrate in an entirely different way. These skills from this project will be helpful going forward and broaden their options for utilizing mixed media in the future.

Instructional Strategies and Planned Supports:

- Will introduce lesson and the objectives by showing examples of scratchboard watercolors on handout and from Cathie Bleck.
- Will give a demonstration on how to use the scratchboard tools to make different marks and achieve different values/textures.
- Will advise students to go to their seats and work on a minimum of 2 sketches of a subject of their choice for today advising them to keep in mind the media of scratchboard and referring to the shown examples as needed.
- Will circulate and answer any questions and provide clarification and feedback as needed.
- Any student needing longer to complete their sketches will be asked to complete as homework if applicable, or given time in the following class period.
- If any student finishes their sketches and is prepared to begin etching they will be given the materials to do so.
- Will advise to clean up at 5 minutes until the bell rings

Learning Tasks:

- Students will receive introduction and examples of the project's objectives.
- Students will be view a demonstration of scratchboard technique.
- Students will create 2 detailed sketches in preparation for their projects.
- Students will commence with end of class clean up.

NOTE: I MADE THE MODIFICATION OF HAVING STUDENTS CHOOSE A LINE FROM THEIR FAVORITE SONG OR POEM OR THEIR FAVORITE QUOTE AND ILLUSTRATING WHAT COMES TO MIND WHEN THEY READ OR SING THAT LINE. THE CHOSEN LINE WILL THEN BE PRINTED OUT IN SCRIPT FONT AND MOUNTED ONTO THEIR BLACK POSTERBOARD FOR FINAL PRESENTATION.

Closure Activity:

Teacher will check for comprehension in design needs while students are drawing their sketches and make suggestions as needed as well as answer any questions that arise.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: Day 2 of 10 day project

Subject: Drawing/Painting (Grades 9-12)

Content: Scratchboard Watercolor

Lesson Focus or Major Goal:

The student will create a mixed media artwork which expands on their pre-existing drawing and painting skills by combining the processes in a new way. The students will practice their skill of illustrating a full range of value through the creation of a scratchboard etching, the students will then use watercolors to create a full color illustration. The students will then write an artist's statement about their piece describing their subject choice and what they thought of the process.

Content Standards(s):

1PR: Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

3RE: Explain artistic processes from idea conception to completion of a work of art using descriptive and art-specific terminology.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level two Art class. Students have had previous projects utilizing skills in drawing using original ideas, as well as visual resources, students have also had opportunities to utilize watercolor as well.

Learning Objective(s):

3. The student will create a mixed media artwork demonstrating refined craftsmanship and precision on scratchboard with watercolor from an original idea of their choice.
4. Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration.

Academic Language Objective(s):

Academic language will be utilized in the introduction and demonstration process of the project as well as throughout the production portion by teacher and students. The students are expected to use art-specific academic language in completing their artist statement while describing the process as well as while critiquing their artwork.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Rubric	60 points	3. The student will create a mixed media artwork demonstrating refined craftsmanship and precision on scratchboard with watercolor from an original idea of their choice. 4. Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration.	Written feedback

Resources, Materials and Technology:

- 11”x14” Scratchboard
- Scratchboard tools w/varying nibs
- Watercolors, brushes, containers for water and trays or painting wells.
- Sketchbooks or paper for rough sketches, pencils, erasers, scratchboard tools w/varying nibs
- Visual examples handout as well as some visuals from Artist Cathie Bleck from Communication Arts Magazine September/October 1999 Vol. 41 No. 5. (Pages 68-77)

Lesson Introduction/Motivational Statement:

Educate students that bringing in their drawing experience in a different media and application method with etching is a great way to hone their already developed skills as well as develop new. They will be able to bring their experience with watercolors to a whole new media as well and be able to see their skills illustrate in an entirely different way. These skills from this project will be helpful going forward and broaden their options for utilizing mixed media in the future.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none">• Will ask to review the students' sketches and lyrics/poem lines discuss which one they will go with and suggest any needed revisions or adjustments prior to beginning their project.• Will demonstrate transferring their sketches onto the scratchboard via using graphite to draw their preliminary drawing onto the scratchboard.• Will distribute materials: scratchboard, pencils.• Will advise students to now begin drawing their designs onto their scratchboard via graphite.• Will circulate and answer any questions and provide clarification and feedback as needed.• Any student needing longer to complete their transfer drawings will be asked to complete as homework if applicable, or given time in the following class period.• If any student finishes their transfer drawings and is prepared to begin etching will be given the materials to do so.• Will advise to clean up at 5 minutes until the bell rings	<p>Learning Tasks:</p> <ul style="list-style-type: none">• Students will have their sketches and lyrics/poem lines approved by the teacher.• Students will view a demonstration of transferring their drawings to the scratchboard via graphite.• Students will then proceed to transfer their designs to their own scratchboards using graphite.• Students will commence with end of class clean up.
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Closure Activity:

Teacher will check for comprehension in design needs while students are drawing their sketches and make suggestions as needed as well as answer any questions that arise. Teacher will ensure that students understand that they will be “drawing” the negative areas versus dark value areas and forms.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: Day 3 of 10 day project

Subject: Drawing/Painting (Grades 9-12)

Content: Scratchboard Watercolor

Lesson Focus or Major Goal:

The student will create a mixed media artwork which expands on their pre-existing drawing and painting skills by combining the processes in a new way. The students will practice their skill of illustrating a full range of value through the creation of a scratchboard etching, the students will then use watercolors to create a full color illustration. The students will then write an artist's statement about their piece describing their subject choice and what they thought of the process.

Content Standards(s):

1PR: Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

3RE: Explain artistic processes from idea conception to completion of a work of art using descriptive and art-specific terminology.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level two Art class. Students have had previous projects utilizing skills in drawing using original ideas, as well as visual resources, students have also had opportunities to utilize watercolor as well.

Learning Objective(s):

5. The student will create a mixed media artwork demonstrating refined craftsmanship and precision on scratchboard with watercolor from an original idea of their choice.
6. Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration.

Academic Language Objective(s):

Academic language will be utilized in the introduction and demonstration process of the project as well as throughout the production portion by teacher and students. The students are expected to use art-specific academic language in completing their artist statement while describing the process as well as while critiquing their artwork.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Rubric	60 points	5. The student will create a mixed media artwork demonstrating refined craftsmanship and precision on scratchboard with watercolor from an original idea of their choice. 6. Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration.	Written feedback

Resources, Materials and Technology:

- 11”x14” Scratchboard
- Scratchboard tools w/varying nibs
- Watercolors, brushes, containers for water and trays or painting wells.
- Sketchbooks or paper for rough sketches, pencils, erasers, scratchboard tools w/varying nibs
- Visual examples handout as well as some visuals from Artist Cathie Bleck from Communication Arts Magazine September/October 1999 Vol. 41 No. 5. (Pages 68-77)

Lesson Introduction/Motivational Statement:

Educate students that bringing in their drawing experience in a different media and application method with etching is a great way to hone their already developed skills as well as develop new. They will be able to bring their experience with watercolors to a whole new media as well and be able to see their skills illustrate in an entirely different way. These skills from this project will be helpful going forward and broaden their options for utilizing mixed media in the future.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none">• Will demonstrate the beginning etching process using their pencil overlay drawings and original sketch as a guide• Teacher will hand out drawings of an apple and a puppy and advise students to practice their scratching techniques by recreating both objects on a side piece of provided scratchboard paper.• Will advise students to gather materials: scratchboard, pencils and scratching nib tools.• Will advise students to now begin etching their designs in with their scratch nib tools• Will circulate and answer any questions and provide clarification and feedback as needed.• Any student still needing longer to complete their transfer drawings will be asked to complete as homework• It is not expected for any student to complete their project early at this stage in production as these are detailed designs so no time accommodations are applicable at this time.• Will advise to clean up at 5 minutes until the bell rings	<p>Learning Tasks:</p> <ul style="list-style-type: none">• Students will view a more detailed etching demonstration• Students will gather supplies.• Students will then scratch out the apple and puppy images as practice and get them approved prior to moving onto their project.• Students will then proceed to etch their designs into their scratchboards• Students will commence with end of class clean up.
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Closure Activity:

Teacher will check for comprehension in design/technique/troubleshooting needs while students are etching their designs and make suggestions as needed as well as answer any questions that arise. Teacher will ensure that students understand that they are “drawing” the negative areas versus dark value areas and forms.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: Days 4-7 of 10 day project

Subject: Drawing/Painting (Grades 9-12)

Content: Scratchboard Watercolor

Lesson Focus or Major Goal:

The student will create a mixed media artwork which expands on their pre-existing drawing and painting skills by combining the processes in a new way. The students will practice their skill of illustrating a full range of value through the creation of a scratchboard etching, the students will then use watercolors to create a full color illustration. The students will then write an artist's statement about their piece describing their subject choice and what they thought of the process.

Content Standards(s):

1PR: Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

3RE: Explain artistic processes from idea conception to completion of a work of art using descriptive and art-specific terminology.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level two Art class. Students have had previous projects utilizing skills in drawing using original ideas, as well as visual resources, students have also had opportunities to utilize watercolor as well.

Learning Objective(s):

7. The student will create a mixed media artwork demonstrating refined craftsmanship and precision on scratchboard with watercolor from an original idea of their choice.
8. Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration.

Academic Language Objective(s):

Academic language will be utilized in the introduction and demonstration process of the project as well as throughout the production portion by teacher and students. The students are expected to use art-specific academic language in completing their artist statement while describing the process as well as while critiquing their artwork.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Rubric	60 points	7. The student will create a mixed media artwork demonstrating refined craftsmanship and precision on scratchboard with watercolor from an original idea of their choice. 8. Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration.	Written feedback

Resources, Materials and Technology:

- 11”x14” Scratchboard
- Scratchboard tools w/varying nibs
- Watercolors, brushes, containers for water and trays or painting wells.
- Sketchbooks or paper for rough sketches, pencils, erasers, scratchboard tools w/varying nibs
- Visual examples handout as well as some visuals from Artist Cathie Bleck from Communication Arts Magazine September/October 1999 Vol. 41 No. 5. (Pages 68-77)
- Handout on the technique and history of Scratchboard etching

Lesson Introduction/Motivational Statement:

Educate students that bringing in their drawing experience in a different media and application method with etching is a great way to hone their already developed skills as well as develop new. They will be able to bring their experience with watercolors to a whole new media as well and be able to see their skills

illustrate in an entirely different way. These skills from this project will be helpful going forward and broaden their options for utilizing mixed media in the future.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none">• Will advise students to gather materials: scratchboard, pencils and scratching nib tools.• Will advise students to continue working on etching their designs in with their scratch nib tools• Will circulate and answer any questions and provide clarification and feedback as needed.• Any student needing ink or sharpie to fill in an area they etched by accident will be provided supplies and shown how to fix that.• It is not expected for any student to complete their project early at this stage in production as these are detailed designs so no time accommodations are applicable at this time.• Will advise to clean up at 5 minutes until the bell rings	<p>Learning Tasks:</p> <ul style="list-style-type: none">• Students will gather supplies.• Students continue etching their designs into their scratchboards• By the 6th or 7th day student should be beginning to add watercolors• Students will commence with end of class clean up.
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Closure Activity:

Teacher will check for comprehension in design/technique/troubleshooting needs while students are etching their designs and make suggestions as needed as well as answer any questions that arise. Teacher will ensure that students understand that they are “drawing” the negative areas versus dark value areas and forms.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: Day 8 of 10 day project

Subject: Drawing/Painting (Grades 9-12)

Content: Scratchboard Watercolor

Lesson Focus or Major Goal:

The student will create a mixed media artwork which expands on their pre-existing drawing and painting skills by combining the processes in a new way. The students will practice their skill of illustrating a full range of value through the creation of a scratchboard etching, the students will then use watercolors to create a full color illustration. The students will then write an artist's statement about their piece describing their subject choice and what they thought of the process.

Content Standards(s):

1PR: Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

3RE: Explain artistic processes from idea conception to completion of a work of art using descriptive and art-specific terminology.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level two Art class. Students have had previous projects utilizing skills in drawing using original ideas, as well as visual resources, students have also had opportunities to utilize watercolor as well.

Learning Objective(s):

9. The student will create a mixed media artwork demonstrating refined craftsmanship and precision on scratchboard with watercolor from an original idea of their choice.
10. Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration.

Academic Language Objective(s):

Academic language will be utilized in the introduction and demonstration process of the project as well as throughout the production portion by teacher and students. The students are expected to use art-specific academic language in completing their artist statement while describing the process as well as while critiquing their artwork.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Rubric	60 points	9. The student will create a mixed media artwork demonstrating refined craftsmanship and precision on scratchboard with watercolor from an original idea of their choice. 10. Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration.	Written feedback

Resources, Materials and Technology:

- 11”x14” Scratchboard
- Scratchboard tools w/varying nibs
- Watercolors, brushes, containers for water and trays or painting wells.
- Sketchbooks or paper for rough sketches, pencils, erasers, scratchboard tools w/varying nibs
- Visual examples handout as well as some visuals from Artist Cathie Bleck from Communication Arts Magazine September/October 1999 Vol. 41 No. 5. (Pages 68-77)
- Handout on the technique and history of Scratchboard etching

Lesson Introduction/Motivational Statement:

Educate students that bringing in their drawing experience in a different media and application method with etching is a great way to hone their already developed skills as well as develop new. They will be able to bring their experience with watercolors to a whole new media as well and be able to see their skills

illustrate in an entirely different way. These skills from this project will be helpful going forward and broaden their options for utilizing mixed media in the future.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none">• Will remind students that the project is coming due so they should be finished or close to finished with their etching so that they can be halfway done with applying watercolor today and remind them to have lyrics/lines from poem printed in script font and artist statement is due with project• Will advise students to gather materials: scratchboard, pencils and scratching nib tools, watercolor paints, paint tray, cup of water and papertowels.• Will advise students to begin watercolor application when they are finished etching.• Will circulate and answer any questions and provide clarification and feedback as needed.• Any student needing more time to complete their etching will be asked to complete it as homework so they can concentrate on painting the following day.• Any student finishing their project early will be asked to complete their artist statement.• Will advise to clean up at 10 minutes until the bell rings	<p>Learning Tasks:</p> <ul style="list-style-type: none">• Students will gather supplies.• Students continue applying watercolor• Students should have printout of their lyrics/lines from a poem and should be working on artist statement.• Students will commence with end of class clean up.
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Closure Activity:

Teacher will check for comprehension in design/technique/troubleshooting needs while students are finishing etching their designs and make suggestions as needed as well as answer any questions that arise. Teacher will assist students with any issues that arise with applying watercolor to scratchboard.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: Days 9 & 10 of 10 day project

Subject: Drawing/Painting (Grades 9-12)

Content: Scratchboard Watercolor

Lesson Focus or Major Goal:

The student will create a mixed media artwork which expands on their pre-existing drawing and painting skills by combining the processes in a new way. The students will practice their skill of illustrating a full range of value through the creation of a scratchboard etching, the students will then use watercolors to create a full color illustration. The students will then write an artist's statement about their piece describing their subject choice and what they thought of the process.

Content Standards(s):

1PR: Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

3RE: Explain artistic processes from idea conception to completion of a work of art using descriptive and art-specific terminology.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level two Art class. Students have had previous projects utilizing skills in drawing using original ideas, as well as visual resources, students have also had opportunities to utilize watercolor as well.

Learning Objective(s):

11. The student will create a mixed media artwork demonstrating refined craftsmanship and precision on scratchboard with watercolor from an original idea of their choice.
12. Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration.

Academic Language Objective(s):

Academic language will be utilized in the introduction and demonstration process of the project as well as throughout the production portion by teacher and students. The students are expected to use art-specific academic language in completing their artist statement while describing the process as well as while critiquing their artwork.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Rubric	60 points	11. The student will create a mixed media artwork demonstrating refined craftsmanship and precision on scratchboard with watercolor from an original idea of their choice. 12. Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration.	Written feedback

Resources, Materials and Technology:

- 11”x14” Scratchboard, Black and white posterboard or tag board for mounting
- Scratchboard tools w/varying nibs
- Watercolors, brushes, containers for water and trays or painting wells.
- Sketchbooks or paper for rough sketches, pencils, erasers, scratchboard tools w/varying nibs
- Visual examples handout as well as some visuals from Artist Cathie Bleck from Communication Arts Magazine September/October 1999 Vol. 41 No. 5. (Pages 68-77)
- Handout on the technique and history of Scratchboard etching

Lesson Introduction/Motivational Statement:

Educate students that bringing in their drawing experience in a different media and application method with etching is a great way to hone their already developed skills as well as develop new. They will be able to bring their experience with watercolors to a whole new media as well and be able to see their skills

illustrate in an entirely different way. These skills from this project will be helpful going forward and broaden their options for utilizing mixed media in the future.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none">• Will remind students that the project is coming due so they should be finishing up applying watercolor, mounting their image and their lyrics and complete their artist statement.• Will advise students to gather materials: scratchboard, watercolor paints, paint tray, cup of water and papertowels.• Will advise students to continue their watercolor application• Will advise students to complete their artist statement when done with painting their scratchboard design• Will advise students to turn in their projects and artist statements• Will circulate and answer any questions and provide clarification and feedback as needed.• Any student needing more time to complete their project will be asked to complete it as homework and turn in the following day• Any student finishing their project and artist statement early will be introduced to the next lesson concentrating on cross contour.• Will advise to clean up at 10 minutes until the bell rings	<p>Learning Tasks:</p> <ul style="list-style-type: none">• Students will gather supplies.• Students will finish applying watercolor to their scratchboard design• Students will mount their project and lyrics/lines from poem• Students will complete their artist statement• Students will turn in their project and artist statement• Students will commence with end of class clean up.
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Closure Activity:

Students will complete an artist statement explaining their subject, the reason for their selection and the process leading to the completion of their work while proficiently critiquing their work in order to aid in their progress of self-improvement within the areas of drawing, painting and illustration. Teacher will provide written feedback via notes on the artist statement and by completing and explaining a rubric for grading.

Reflection: