

**Tessa Sutton**

**Title:** Printmaking from Nature with Vegetables and Leaves

**Level or Course:** Elementary, 2nd grade

**Time Needed:** 4, 55 min blocks

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**Overall Goals: Description & Purpose. Include:**

- **Big Ideas:** Observation, Play, Movement, Warm and Cool Colors, Nature as Art, Juxtaposition
  - Students experiment with kinesthetic and visual exploration of printmaking materials. They explore movement as an Element of Art through printmaking patterns in nature (vegetable and leaves) using warm and cool colors.
  - Learners use block printing with vegetables and repeat monoprinting with leaves, with repetition as a technique to create movement.
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**NAEA Standards:**

**Creating: Anchor standard:** Synthesize and relate knowledge and personal experiences to make art. Create works of art about events in home, school, or community life. VA:Cn10.1.3a.

**Connecting: Anchor standard:** Organize and develop artistic ideas and work. Experiment with various materials and tools to explore personal interests in a work of art or design, VA:Cr2.1.2a.

**Responding: Anchor standard:** Interpret intent and meaning and artistic work. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics, VA:Re8.1.1a.

**Elements of Art:** Movement

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**Objectives:**

1. TLW examine two artists and use expanded thinking to talk to a peer about the meaning of their work, VA:Re8.1.1a.
  2. TLW explore nature in art by experimenting with block printmaking using paint and vegetables to create layered monoprints of leaves, VA:Cr2.1.2a.
  3. TLW construct prints using everyday materials from nature found in their home and communities, VA:Cn10.1.3a.
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**Visuals:** Allison Deegan, Alexis Dwyer

**Vocabulary:** movement, warm and cool colors, block printing, monoprinting

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**Key Critical Questions:**

How do these two artists work from nature? What is the mood of their work? What things could you make art out of from nature or everyday materials?

**Materials for veggie printing:**

Newspaper

Heavyweight paper (3 sheets per student x 25 kids=75 papers x 3 classes= 225 papers)

Onions, celery, carrots, potatoes, apples, green peppers, corn, veggies of choice

Paper towels

Paper plates

Brushes for paint application

Acrylic or tempera paint

Water in cups

Brushes

**Materials for styrofoam printing:**

Assorted fall leaves for students to choose 1 from (75 leaves)

Styrofoam – flat, half letter sheets-- Q: 75

Pencils, regular markers, pens

Half sheets for contour drawing

2 papers per student – 150 papers

Paper towels

1 sponge at each table for wetting paper in a container

Scissors

Acrylic paint and brushes

Water containers

**TEACHING PROCEDURE PLAN****DAY 1**

**A. Launch:** Students come to carpet and get class points. Teacher describes that they will be experimenting with block printing and monotypes and asks if anyone knows what these mean. Teacher shows slides of two artists and asks for expanded thinking with a peer to decode the meaning of the work and how movement is used. (8 min.)

**B. Instruction or Demonstration with Problem:** Teacher explains that art can be made out of everyday materials such as ones found in nature or ones in their homes. Short demonstration of veggie printing and ways to get motion/movement in the work. (5 min.)

**C. Create:** Teacher chooses helpers to pass out materials to each table (after newspaper is laid down) and tells students to write names on paper. Students begin by mixing warm and cool colors with their table partners. Then teacher passes out vegetables cut in parts (by teacher) to the tables and students dip or brush their veggies in the paint and create movement on their papers. When students have finished one paper, they raise hands to get one more from teacher. They can rotate between tables with different colors mixed, to provide choice. (35 min.)

**D. Closure:** Students return to carpets and teacher selects helpers to fetch materials and return prints to drying racks. Teacher asks what they learned and what was the hardest part of the lesson. (7 min.)

**DAY 2**

**A. Launch:** Students come to carpet and get class points. Teacher describes that they will be experimenting with leaf monotypes and asks if anyone knows what this means. (5 min.)

**B. Instruction or Demonstration with Problem:** Teacher explains that art can be made out of everyday materials such as ones found in nature or ones in their homes. Short demonstration of leaf contour drawing on paper, cutting out the shape and engraving and printing the leaf on styrofoam after tracing shape on foam. Teacher example is shown. (7 min.)

**C. Create:** Teacher chooses helpers to pass out materials to each table and tells students to write names on paper. Students begin drawing the contour line of their leaves on the paper in pencil. They cut these out and place on styrofoam given, tracing with a ball point pen or pencil. They draw in with pencil or pen to make indentations in the foam, adding in the inside lines of the leaf. Students put names on back of foam with sharpie. (35 min.)

**D. Closure:** Students return to carpets and teacher selects helpers to fetch materials and return prints to drying racks. Teacher asks what they learned and what was the hardest part of the lesson. (8 min.)

### DAY 3

**A. Launch:** Students come to carpet and get class points. Teacher describes that they will be experimenting with leaf monotypes and reviewing from the previous class. (5 min.)

**B. Instruction or Demonstration with Problem:** Teacher explains that art can be made out of everyday materials such as ones found in nature or ones in their homes. Teacher example is shown again and asks if students have questions about how to print with markers, emphasizing that they need to wet the paper with a sponge right before printing. (7 min.)

**C. Create:** Teacher chooses helpers to pass out materials to each table and tells students to write names on paper. Students begin finishing their engraving if not done, and then are given paper and markers to make their monoprints, using the Element of Art of movement. (35 min.)

**D. Closure:** Students return to carpets and teacher selects helpers to fetch materials and return prints to drying racks. Teacher asks what they learned and what was the hardest part of the lesson. (8 min.)

### DAY 4

**A. Launch:** Students come to carpet and get class points. Teacher describes that they will be experimenting with leaf monotypes and reviewing from the previous class. (5 min.)

**B. Instruction or Demonstration with Problem:** Demonstrates how to paint and stamp with the foam leaf plate showing block printing. (7 min.)

**C. Create:** Teacher chooses helpers to pass out materials to each table and tells students to write names on paper. Students are given two sheets of paper and asked to play using the Element of Art of movement. (35 min.)

**D. Closure:** Students return to carpets and teacher selects helpers to fetch materials and return prints to drying racks. Teacher asks what they learned and what was the hardest part of the lesson. (8 min.)

#### Key Critical Questions:

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#### E. Rubric/Assessments/Evaluation/Feedback:

**Formative:** Informal--Teacher circulates around room to observe if students are showing evidence that they know how to explore these materials and techniques. They are also asked at the end of the lesson day to offer what they learned and what was challenging or confusing for them.

**Summative:** A grade of 2 is given for use of warm and cool colors and use of movement. A grade of 3 is given for evidence of experimentation and play with both techniques. Teacher records grades on roster checklist.

#### F. Accommodations, Enrichments & Extensions

- **Students who may have difficulty with this lesson:** Some students may have trouble holding the slippery veggies so teacher or peer help is needed. Students might not understand how to create movement in their pieces using the veggie patterns. Teacher demonstration or peer assistance can be used.
- **Advanced Learners:** Can experiment with layering their veggies and leaves.

- **Students who finish early:** Can continue to explore different colors found at other tables with additional paper provided by teacher.
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**G. References:**

[https://www.voxmagazine.com/arts/the-art-of-printmaking-alexis-dwyer-finds-inspiration-in-nature/article\\_d6d0d312-b673-11e7-a659-b776157dbe93.html](https://www.voxmagazine.com/arts/the-art-of-printmaking-alexis-dwyer-finds-inspiration-in-nature/article_d6d0d312-b673-11e7-a659-b776157dbe93.html)

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