

Title: Equity Screen Printing Poster Project
Tessa Sutton

Level: Elementary (Grades 4/5)

Time Needed: 6 - 55 min. sessions

Overall Goals: Description & Purpose. Include:

- **What “big idea/concept” is the focus of this lesson?** Equity from a kid’s perspective, social justice issues at the local level, working with an audience, imagination
- **Why is it important for students to participate in this experience?** Equity in society is pervasive and timely in today’s world. It can include justice and equity for race, ethnicity, gender, age, mental and physical disability, health, economic status and ecology, among others.
- **What art content/concept or technical skill are the students learning?** They will learn the importance of political action through screen printed posters and the history and importance of that. They will explore a method of art making not commonly found in elementary schools working as a community. They will think about the idea of an audience for their art.

NAEA Standards:

Create: VA:Cr1.1.5a: Combine ideas to generate an innovative idea for art-making.

VA:Cr1.2.41: Collaboratively set goals and create artwork that is meaningful and has purpose to the art makers.

Present: VA:Pr5.1.4a: Analyze the various considerations for presenting and protecting art in various locations.

Responding: VA:Re7.2.4a: Analyze components in visual imagery that convey messages.

Connecting: VA:Cn11.1.5a: Identify how art is used to inform or change beliefs, values or behavior of an individual or society.

Objectives: TLW collaborate to create ideas for their equity project in brainstorming, VA:Cr1.1.5a.

TLW work together to research and start creating their posters that are about issues they are engaged with and analyze their messages, VA:Cr1.2.4a, VA:Re7.2.4a.

TLW scout areas to display their art within the school and work together to hang it up, VA:Pr5.1.4a.

TLW look at artists’ posters through research and in discussions relating to posters with a cause and how that can change people’s views, VA:Cn11.1.5a.

Visuals: <https://www.planning.org/knowledgebase/equity/>
<https://www.politicalgraphics.org/>

Favianna Rodriguez - [video](#)

(CA Chicana artist discusses her activist printing work)

Vocabulary: Elements of Art and Principles of Design, equity, screen printing, activist art, social justice, positive and negative space

Elements and Principles: Emphasis, Color, Shape

Studio Habits of Mind: Stretch and Explore, Envision Develop Craft, Understand Art World

Materials: newsprint, screen filler and inks, squeegees, poster paper, lettering stencils, brushes for stencils, screens stretched with screen, duct tape, duct tape paper, masking tape, construction paper

TEACHING PROCEDURE PLAN (with time needed for each part)

A. Launch: Motivation/Hook/Introduction/Play: Powerpoint with Rodriguez's video and images from Emory Douglas's Black Panther series. Discussion on what equity means and what it means to them. Going over exit list and items to complete for day with learning targets.

B. Instruction or Demonstration with Problem: How can you create a poster about equity with peers in collaboration? How do you want to reach an audience? How can you shape people's opinions on a social issue?

C. Create: Practice and Work Period. Supply distribution through jobs. Depending on the day, students brainstorm ideas, experiment with techniques first and then go into their final prints.

D. Closure: (Respond & Present). Review in a gallery walk of peer ideas and provide feedback among students to each other. Self-assessment on last day using rubric. Filling out self-reflection sheet.

E. Rubric/Assessments/Evaluation/Feedback:

Formative: Informal--Checking for understanding using questions at start and middle of class. Thumb's up you know what to do.

Informal or Formal--Looking at student work to see what they might not be understanding. Exit ticket for “muddiest point.”

Summative: Self-assessment of artifact. Research documentation included in this. Product is complete.

G. Accommodations, Enrichments & Extensions

- **Students who may have difficulty with this lesson/common misconceptions:** Misunderstanding positive and negative space and how the screen printing technique works. Teacher to clarify this.
- **Advanced Learners:** Can do a poster in many layers and colors after each layer dries.
- **Students who finish early:** Can experiment with other shapes in printing or research another poster to look at.