

# Art Enrichment Lesson Plan

## Grade 6

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**\*\*\*Please check with teacher ahead of time to make sure there is a CD player in the classroom. If not, you will need to arrange for one.**

### **MASTERPIECE(S):**

- *Black and White Bunny II*
- *Little Owl*
- *The Young Hare*

### **ARTIST:**

**Albrecht Dürer the Younger** (pronounced AHL-brekht Dur-uhr)

### **MUSIC:**

- Music CD- *Renaissance Faire*  
(music is played during the Hands-On Experience)

### **VOCABULARY:**

- **Self-portrait**- a piece of art in which an artist portrays himself or herself.
- **Brayer**- a handheld roller used to spread ink evenly on a surface before printing
- **Texture**- how something feels
- **Visual Texture**- making something look the way it feels

### **MATERIALS:**

- Styrofoam Trays- 1 per student
- Pencil- student provides
- Paper- 4 ½ x 6" white sketch paper, 1 per student
- Brayers- 1 per tray (9 total)
- Plastic Inking Tray- 1 per brayer (9 total)
- Tempera Paint- Magenta, Turquoise, Violet (2 bottles of each color)
- Multicolored Newsprint- to print on, 3-4 per student
- Newspaper- enough to cover printing station, on top of file cabinet
- Scissors- students provide

## **SET-UP DEMONSTRATION STATION:**

Choose a table that students will later gather around while you demonstrate the project step by step. Have your supplies laid out and ready to go. Keep your samples within easy reach.

## **PREPARATION:**

- Set up a printing station on a large empty table.
- Cover it with newspaper and lay out supplies—inking trays, tempera paint, brayers, and newsprint (this is the clean, thin paper for printing the design on).
- Set up CD player for the music CD.

## **INTRODUCTION:**

Gain students attention. Introduce yourself and other volunteers. Explain that this is the Art Enrichment Program and parents get to come to their classroom 4 times a year to learn about artists and have fun making art.

## **REVIEW:**

Review previous classroom Art Enrichment Projects. “Does anyone remember one of the artists we already learned about? What was special or interesting about that artist’s work?”

## **DISCUSS ARTIST, MASTERPIECE(S), & POSTER(S):**

Gather students to a floor location so that they can view the posters close up. Discuss the artist using the biography information. Present the masterwork(s) and invite discussion through observation and questions. Be sure to point out how Dürer used visual texture. Ask questions from the question list in your lesson folder as needed.

## **STATE OBJECTIVE:**

Today we will experience printmaking using tempera paint and brayers. We will create our own plate to print from using Styrofoam. We will try to show visual texture in our art the way Dürer did.

## **DEMONSTRATE PROCESS:**

Gather students around the demonstration area you have set up.

1. Students can choose a bunny or hare for their subject or another animal. No matter what animal is chosen, the goal will be to show visual texture.
2. Use the small white paper and a pencil to sketch your idea. Show students how large the Styrofoam plates are so they know how large their design can be.
3. The meat tray edges need to be cut away to create a flat tray. This will help in the printing process.
4. Place the finished drawing over the blank flat tray and trace the outline onto the tray. It will leave a faint imprint.

5. Use a pencil to “carve” design into the Styrofoam. Point out not to press too hard or you will rip right through the Styrofoam. A pencil that is too sharp may also carve right through the tray. This is the step to add details and texture to their drawing. \*\*\*\*\*The deeper the grooves, the clearer/stronger the image will be. Lighter grooves, the softer the image will be.
6. Point out that when you print something, it will be reversed from your carved design. For example, if you draw a bunny looking to the right when you print him, he will be looking to the left.

Now have the students follow you over to where you have the printing station already set up.

7. Show them how to prime the brayer. Do this by rolling the brayer back and forth in the inking tray with a good amount of paint. The brayer is ready when it is coated all the way around.
8. Roll the brayer over the image carved into the printing plate so that there is just enough paint (a light coat). If there is time, show the students what happens if you put too much paint on the printing plate. More is not better!
9. Now place a piece of colored newsprint over the painted Styrofoam tray. Touch the design lightly to get a more detailed look. The harder they press, the more the ink is spread and fewer details are seen.
10. Then lift or peel the newsprint off the printing plate.
11. Students may print 3-4 prints as time allows. If multiple prints are pulled, explain how artists number their “print series”- 1/3, 2/3, 3/3.
12. Sign your print! Have them number their prints (for when they are famous) (ex: 1/3, 2/3, 3/3).
13. Create a signature symbol as Dürer did and year date it (ex: \_\_\_\_\_).

## **HANDS-ON EXPERIENCE:**

- Pass out small, white paper to sketch design on.
- Emphasize that we want to show visual texture in their animal designs.
- When students are satisfied, they may show you their design. Make sure its size is correct and that it will fit on the Styrofoam tray.
- If design is okay, give the student a tray to carve their design into.
- When student is ready, they may print their design at the printing station.
- Remind students to sign their print.
- Lay prints in the hallway to air dry.

## **CLEAN-UP:**

Clean brayers and inking trays well. Return unused materials to the bin. Leave bin open so brayers can air dry.

## **CLOSE:**

Review the facts about Dürer, key vocabulary, and check for understanding.