

Printing with Nature
Created and Written by –
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Grades: 9- 12
Time Period: 2 Classes



Outcome Statement:

The students will be composing nature prints combining ephemeral art practices with historical ritualistic art. They will be creating nature mandalas utilizing mediums such as wood, grass, leaves and other natural objects.. This lesson is important because it will give the students the opportunity to reflect on their own personal treatment of the earth, and what they have the power to change.

Visual Art Standards:

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| ART.VA.I.HS.2 | Intentionally use art materials and tools when applying techniques and skills to communicate ideas. |
| ART.VA.II.HS.5 | Reflect, articulate, and edit the development of artwork throughout the creative process. |
| ART.VA.III.HS.1 | Analyze and describe the formal characteristics of a work of art or design. |
| ART.VA.IV.HS.1 | Observe and describe artwork with respect to history and culture. |
| ART.VA.V.HS.7 | Analyze the impact of visual culture on society. |

Integrated Standards:

History

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

Environmental Science

E2.3d Explain how carbon moves through the Earth system (including the geosphere) and how it may benefit (e.g., improve soils for agriculture) or harm (e.g., act as a pollutant) society.

Objectives:

The Students Will

- Create a mandala using natural mediums
- By learning about the deeply ritualistic and traditional aspects of mandalas it will teach students the importance of nature.
- Utilize printmaking techniques to produce secondary colors along with tints and shades.
- Be familiar with the vocabulary and concepts of the lesson
- Students will learn of Mel Chin's "Operation Pay Dirt"
- Asked to reflect on their own personal abuse of the environment and how they can change that

Multiple Intelligences

Musical- When entering the classroom music will be playing. (Asian Instrumental music)

Visual – Example of nature mandalas along with leaves and examples of printed grass and leaves to show differences.

Logical- A power point will be shown of the history of nature printing along with mandalas.

Kinesthetic- Having the students go outside and collect leaves and other objects they wish to print.

Existential- Ephemeral art and the concept of nature art connected with Daoism.

Learning Styles

Abstract Random- The students will be engaged by the leaves sitting on the tables and are welcome to touch them.

Concrete Sequential- The power point will be able to discuss the history chronologically and with the rubric that will be left on the board.

Anticipatory Set:

When the students are entering the classroom hand to each a leaf and ask them to please take a seat.

Terms

Ephemeral Art- Art that lasts for a very short time.

Daoism- A philosophical, ethical, and religious tradition of Chinese origin that emphasizes living in harmony with the Dao.

Ecosystems- Community of living organisms (plants, animals and microbes) in conjunction with the nonliving components of their environment (things like air, water and mineral soil), interacting as a system.

Brayer- A traditional printmaking tool used to spread ink.

Mandala- A geometric figure representing the universe in Hindu and Buddhist symbolism.

Environmental Awareness- Advocacy for work to protect the natural environment from pollution.

Materials

- Paper
- Pencil
- Ruler
- Leaves, grass, ect.
- Brayers
- Water Soluble Ink
- Paper Towels

Resources

History- <http://ngm.nationalgeographic.com/2012/10/leaves/nature-prints>

Instrumental Music- <https://www.youtube.com/watch?v=bHvznGZXtZ0>

Instrumental Music-<https://www.youtube.com/watch?v=rV71FeUgFjk>

Operation Pay Dirt- <http://www.fundred.org/about/operation-paydirt.php>

Violatti, Cristian. "Mandala." *Ancient History Encyclopedia*. N.p., n.d. Web. 28 Oct. 2014. <<http://www.ancient.eu/mandala/>>.

Procedures

Day One-

Students will be introduced to printmaking and its history, which will then stem into their assignment of creating nature prints. The class will begin with a short power point reviewing the process of nature printing and its historical purpose. Students will have time in class to graph the midpoint of their mandala and begin their printing as well.

Day Two-

Review previous information and introduce Mel Chin's "Operation Pay Dirt," watch the lead paint videos. Ask the students to reflect on the seriousness of the environment and bring up the questions of environmental issues. Discussing the Daoist belief of nature and the interconnectivity of humankind and the earth.

Day Three-

Students will have in class time to finish their prints and to gather more mediums if necessary to finish their prints. Time will be made available for a critique to determine if all requirements are filled.

Accommodations

For students in the classroom with hearing impairments wearing a microphone while lecturing will be able to accommodate their learning needs. When walking around to help students being conscious of facing the students so they will be able to read lips if possible and demonstrate techniques.

Closure will include

- Review the information on nature printing long with the mandala.
- -What is the purpose of ephemeral art? Where does the mandala come from?
- What is the purpose of Mel Chin's art? How in your daily life will you be conscious of your efforts to preserve the Earth?
- Ephemeral Art- Art that lasts for a very short time.
- Daoism- A philosophical, ethical, and religious tradition of Chinese origin that emphasizes living in harmony with the Dao.
- Ecosystems- Community of living organisms (plants, animals and microbes) in conjunction with the nonliving components of their environment (things like air, water and mineral soil), interacting as a system.
- Brayer- A traditional printmaking tool used to spread ink.
- Mandala- A geometric figure representing the universe in Hindu and Buddhist symbolism.
- Environmental Awareness- Advocacy for work to protect the natural environment from pollution.

Assessment

Exemplary- Student participated in class discussion and has constructed a Nature mandala completing all of the requirements of the assignment, utilizing natural mediums, having a color scheme, craftsmanship, and composition. Student has a strong understanding of vocabulary and concepts from this lesson.

Good- Student attempted to participate in the class but did not successfully complete their mandala. Some requirements were met but not all. Student has a moderate understanding of vocabulary and concepts from this lesson.

Needs Improvement- Student did not attempt to participate in discussion or complete the assignment. Student has a weak understanding of vocabulary and concepts from this lesson.