



Topic: DIGITAL IMAGE LINOLEUM PRINTING

Grade: 9-12

An integrated lesson plan covering 5 sessions of approximately 1-1/2 hours each.



Lesson-Planning Approach

Some learners perceive their "world" as a whole, where all things are interconnected and dependent upon each other. These "integrated" students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar culture that do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means

Lesson Overview

In the course of this project you will learn how to; take a high quality digital portrait; change that image into a high contrast image using Adobe Photo Deluxe; transfer that image onto a linoleum block; create a linoleum block self-portrait.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to:

- ◆ **Set up** a studio type environment with proper lighting to take high quality portraits.
- ◆ **Use their knowledge** about how to create an interesting portrait to aid them in creating a successful portrait.
- ◆ **Manipulate** digital photographs into high contrast images suitable for use in creating a linoleum block print.
- ◆ **Transfer** computer generated copy to photocopy to a linoleum block.
- ◆ **Create** a linoleum hand-cut block.
- ◆ **Successfully pull linoleum prints.**

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

Writing:

- ◆ **Analyze** their own work, using correct grammar, punctuation, and complete sentences, through a written self-evaluation.
- ◆ Correctly **use** all **new terminology** in a written self-evaluation
- ◆ Able to **identify** “the prompt” (what is the question asking?) of each question
In the self-evaluation portion of the lesson

State/National Standards (Complete as Appropriate)

- 1) **Students know and apply elements of art, principles of design and sensory and expressive features of visual arts.**
 - ✿ Students will be working with the elements and principles of design throughout this project
- 2) **Students know and apply visual arts materials, tools, techniques and processes.**
 - ✿ Students will be using a digital camera and computer as tools to create this project. In the process new techniques and processes will be learned as well.

Websites

Support: www.kodak.com/US/en/nav/takingPics.shtml

Pre-requisites

- 1) Students must be able to read at the sixth grade level or above.
- 2) Students need to possess basic computer skills.
- 3) Students must be mature enough to handle linoleum cutters.

Required Materials

- ◆ Two large photography spotlights
- ◆ Solid colored backdrop cloth or solid colored wall
- ◆ A tall stool
- ◆ Photograph quality computer paper
- ◆ Linoleum blocks
- ◆ Linoleum cutters
- ◆ Acetone
- ◆ Cotton balls
- ◆ Printing paper
- ◆ Printing ink
- ◆ Brayers

Handouts

- ◆ **SMARTEE SHEET** outlining project steps, terminology, time frame, requirements and student self-evaluation.
- ◆ **Activity checklist “TAKING HIGH QUALITY INTERIOR PORTRAITS”**

Required Equipment/Technology

- ◆ **DIGITAL CAMERA**
- ◆ **ONE COMPUTER PER EVERY TWO STUDENTS**
- ◆ **ADOBE PHOTODELUXE LOADED IN EACH COMPUTER**

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

| Activity | Instructor Notes |
|--------------------------------------|---|
| Read through your activity checklist | Talk about different types of portrait photography. |

| | |
|--|--|
| <p>on taking interior portraits. If you don't understand something, make sure you get clarification, either from your teacher or another classmate who does understand. Discuss how to take a high quality portrait. Ask questions and contribute ideas.</p> | <p>Show various types of portraits and have students respond to them. Examples could be fashion photography portraits, journalistic portraits, and candid portraits, and glamour portraits, portraits taken by artists such as Annie Liebovitz, Dorteia Lang and Richard Avadon. Help students to understand how portraits can either leave you feeling very neutral or can have a profound effect on you. Talk about the importance of creating mood and/or emotion in an artistic portrait. Relate the story about a professional photographer who came rushing in at the last moment to a scheduled couples portrait (they were members of the Royal Family) session. Apologizing while he was taking their portraits, he conveyed the unfortunate story of why he was late. He had seen a young girl's pet dog run over right before her eyes. The effect of this story on the couple was obvious in the portraits he took of this famous couple. In fact, the story he told was a ruse. He was trying to get portraits that were not "standard" and showed the couple as "normal". Discuss various ways to get your "subject" to help you to create an interesting photograph.</p> |
|--|--|

Presentation

| | |
|--|--|
| <p>Watch how to set up a room so the conditions are optimum for a photographic portrait session. Make sure to ask questions and ask for clarification. Participate by modeling or experimenting with the placement of the lights. Make sure to look through the lens of the camera so you understand about cropping.</p> | <p>Show students how to set up a room so they will be able to experience the highest level of success when taking interior portraits. First talk about having a backdrop that is not distracting. Once a backdrop is in place, set up a stool in front of it. Talk about cropping. Have a student sit on the stool and have each student look through the camera lens to see the cropping possibilities. Talk about the importance of lighting. Set lights up in various ways. Have students observe various light settings, from gentle to dramatic. Have students try setting the lights themselves in various locations. Make sure they have a "model" in place so they can see how the light flows onto the face.</p> |
|--|--|

Performance and Practice

| Instructions for students | Teacher notes |
|--|--|
| <p>Go through your SMARTEE SHEET step by step. All the following information is listed on your Digital Image Linoleum Print Smartee Sheet. You will be given a partner to work with. Your partner will take pictures of you and you will take pictures of your partner. You need to think about what you are doing and take the best shots possible. If you are not serious and mess around, you will get poor results. You will be given 10 minutes to take the photos. Don't waste your time. Generate some ideas before it is your turn.</p> | <p>Read through the steps for the project with the students. Check for understanding and clarification through asking questions throughout. Make sure students understand the terminology. Have all students read through the rubric for this lesson while you read aloud. This will help them to understand the expectations before beginning the project.</p> |
| <p>Place your floppy disk into the A Drive of one of the classroom computers. Open the disk through "PHOTOWISE". It is on the desktop. Look for its icon and double click on it. Once in PHOTOWISE, hit the close button on the first screen that comes up. Go to file, "open image" – "look in" – "3 ½ Floppy A". This should open your images so you can see them in a small format. You should pick the best two-three images of yourself. This is a self-portrait project. Right click on each one so you can name it something you will be able to identify by. Close "PHOTOWISE".</p> | <p>Provide individual help as needed.</p> |
| <p>Open "ADOBE PHOTO DELUXE". The icon is on the desktop. Go to "guided activities" – "touch-up photo". Go through the steps. The first will be to get your photo image. You go to "Open File". Open it from your saved images in "PHOTOWISE". Go to step two, do nothing, proceed to step three, "Brightness/Contrast". You should change your image so it is almost completely black and white. There will be very limited in any in-between values. Continue through the steps until it lets you exit out of "touch-up photo". <i>Depending on the skill of the photographer, you may need to crop your image as well. Do this in the "size/orientation" portion of "touch-up photo".</i></p> | <p>Provide individual help as needed.</p> |

| | |
|---|--|
| <p>Proceed to “transform photo”. In this section you will just change your image from color to black and white. Save your digitally altered photo onto disk as a JPEG. Label it your first initial, last name, DSP. For example: KsheekDSP</p> | <p>Provide individual help as needed.</p> |
| <p>Print the image you are going to create your linoleum print from. Before you can use this, it needs to be copied on a copy machine. For some reason, the ink does not transfer well straight from the computer copier. So make sure and note on the computer copy what its source was.</p> | <p>Provide individual help as needed.</p> |
| <p>Get your linoleum block. Carefully line up your image on the block. It obviously will need to be cut down to size so it fits without paper hanging off. Place it ink side down onto the front of the linoleum block. Tape together at the top. Put a small amount of Acetone on a cotton ball. Make sure you do not saturate the cotton ball because this will cause the transfer to smear. Gently rub some of the Acetone onto the back of the image. You can sort of see through it as it transfers. You can carefully pull up a corner to see if it is transferring correctly. The better it transfers, the easier the next step will be. Take the paper off and let the linoleum dry once your transfer is complete. Be extremely careful with the linoleum cutter. They make incredibly nasty and deep gouges in flesh. ALWAYS CUT AWAY FROM YOURSELF AND OTHERS. You must remember that you are cutting away all the areas that have no black on them. Do not cut away black areas. This is a step that takes time and patience. If you work quickly, you are likely to cut out areas that shouldn't have been. Once a piece is cut out, it cannot be put back in place. You also do not have to cut super deep, certainly not down to the fibers. When you have all the areas cut out, it is time to print. Getting a good print has to do with getting just the right amount of ink on your block. If you get too much ink, it will be a real mess, places will be filled in with ink that shouldn't be. Your print will look like a big ink blob. Also when you get too much ink, it will really slow you down, because you will have to wash your block completely off and wait for it to dry. If you don't get enough ink, some places on the block will print and others won't. This process simply takes practice. <u>You must pull at least three good prints to turn in for a grade.</u> One you will not get back because I keep them in a file so other students can see them. So if you want more than two prints to take home, complete more than the required number. You will pull many prints that are not good enough to turn in for a grade. Count on it. Watch the demonstration carefully. If you are having problems, ask for help.</p> | <p>Provide individual help as needed.</p> |

| | |
|--|---|
| <p>Fill out the self-evaluation portion of the SMARTEE sheet using all the new terminology correctly. Write in complete sentences using correct spelling and grammar. Make sure to answer the question. Read through the questions and determine exactly what each one is asking. Your writing should directly relate to your project. Turn in completed self-evaluation.</p> | <p>Ask questions and clarify if necessary. Read through the self-evaluations. Make sure all the terms have been used correctly. Check for correct use of grammar, punctuation, legibility, content and complete sentences. If there are errors, make notes for the student and return so it can be corrected. Credit will be given when corrections are made. Complete teacher evaluation. Give written feedback on the positives first then make suggestions for improvement.</p> |
| <p>Complete the project rubric. Look at your completed project while filling out the rubric. Add up the total points and assign yourself a grade based on the grading scale at the bottom of the page. Turn in your rubric.</p> | <p>Clarify and answer questions if necessary. Go over the student processed rubric. Make changes if necessary. Add up points and assign final grade.</p> |

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

- 1) Are the instructions and expectations for the lesson clear from the beginning?
- 2) Has the rubric been discussed so students know how they are going to be evaluated from the beginning?
- 3) Have I spent sufficient time modeling the skills I want the students to achieve?
- 4) Do I do any sort of pre-assessment to determine what prior knowledge students had before this lesson?
- 5) Have I created a lesson and implemented it in such a way to appeal to most learning preferences?
- 6) How are students connecting to the lesson objectives? Do they see a way this can be incorporated into their own life needs?

Performance and Practice (Student)

- 1) Do all students have the skills to follow instructions? If not, what modifications do I have in place to address their needs?
- 2) Are all the students participating in the activities either by active observation or by voicing their thoughts?
- 3) Have I identified each student's particular strength and have I created a learning environment that allows the strengths to help the individual as well as the group?
- 4) Am I getting the results I desire?

Technology

- 1) Is the technology working?
- 2) How are the students reacting to the technology and what modification should I make when teaching this lesson again?
- 3) Are the students able to transfer this knowledge over into other areas?

Handouts

- ◆ **SMARTEE SHEET for "Digital Image Linoleum Print" which includes the written self-evaluation.**
- ◆ **Activity worksheet "TAKING HIGH QUALITY PORTRAITS".**

Technology Checklist

- ◆ **ONE COMPUTER FOR EVERY TWO STUDENTS**
- ◆ **PHOTOWISE LOADED ON EACH COMPUTER**
- ◆ **ADOBE PHOTODELUXE LOADED ON EACH COMPUTER**
- ◆ **DIGITAL CAMERA**

Lesson Rubric

- ◆ **Rubric for "Digital Camera Linoleum Print"**

ACCESS TO ALL PARTS OF THE LESSON
DIGITAL IMAGE LINOLEUM PRINTING

All documents are attached to this lesson but may be quickly accessed by using the links below. NOTE: LINKS DO NOT FUNCTION IN ACROBAT. SCROLL DOWN FOR DOCUMENTS.

- ◆ [LP5SMARTEE](#)
 - ◆ [LP5WORKSHEET](#)
 - ◆ [LP5RUBRIC](#)
-

COLORADO VISUAL ARTS STATE STANDARDS

- 1) STUDENTS RECOGNIZE AND USE THE VISUAL ARTS AS A FORM OF COMMUNICATION.
- 2) STUDENTS KNOW & APPLY ELEMENTS OF ART, PRINCIPLES OF DESIGN & SENSORY & EXPRESSIVE FEATURES OF VISUAL ARTS.
- 3) STUDENTS KNOW & APPLY VISUAL ARTS MATERIALS, TOOLS, TECHNIQUES & PROCESSES.
- 4) STUDENTS RELATE THE VISUAL ARTS TO VARIOUS HISTORICAL AND CULTURAL TRADITIONS.
- 5) STUDENTS ANALYZE & EVALUATE THE CHARACTERISTICS, MERITS & MEANINGS OF WORKS OF ART.

SMARTEE SHEET - ASSIGNMENT: **DIGITAL IMAGE LINOLEUM PRINT**

NAME: _____

ART SHELF NUMBER: _____ BLOCK: _____

TEACHER: KIMBERLEY SHEEK

BASIC PROJECT DESCRIPTION

In the course of this project you will learn how to; take a high quality digital portrait; change that image into a high contrast image using Adobe Photo Deluxe; transfer that image onto a linoleum block; create a linoleum block self-portrait.

S STEPS - This instructs you step by step on the procedures to follow so you may successfully complete this project. **1)** Participate in the class discussion, "TAKING A HIGH QUALITY PORTRAIT". Ask questions and contribute ideas. **2)** Read through your activity checklist on taking interior portraits. If you don't understand something, make sure you get clarification, either from your teacher or another classmate who does understand. You will be given a partner to work with. Your partner will take pictures of you and you will take pictures of your partner. You need to think about what you are doing and take the best shots possible. If you are not serious and mess around, you will get poor results. You will be given 10 minutes to take the photos. Don't waste your time. Generate some ideas before it is your turn. **3)** Place your floppy disk into the A Drive of one of the classroom computers. Open the disk through "PHOTOWISE". It is on the desktop. Look for its icon and double click on it. Once in PHOTOWISE, hit the close button on the first screen that comes up. Go to file, "open image" - "look in" - "3 ½ Floppy A". This should open your images so you can see them in a small format. You should pick the best two-three images of yourself. This is a self-portrait project. Right click on each one so you can name it something you will be able to identify by. Close "PHOTOWISE". **4)** Open "ADOBE PHOTO DELUXE". The icon is on the desktop. Go to "guided activities" -

"touch-up photo". Go through the steps. The first will be to get your photo image. You go to "Open File". Open it from your saved images in "PHOTOWISE". Go to step two, do nothing, proceed to step three, "Brightness/Contrast". You should change your image so it is almost completely black and white. There will be very limited in any in-between values. Continue through the steps until it lets you exit out of "touch-up photo". *Depending on the skill of the photographer, you may need to crop your image as well. Do this in the "size/orientation" portion of "touch-up photo".* **5)** Proceed to "transform photo". In this section you will just change your image from color to black and white. **6)** Save your digitally altered photo onto disk as a JPEG. Label it your first initial, last name, DSP. For example: KsheekDSP **7)** Print the image you are going to create your linoleum print from. Before you can use this, it needs to be copied on a copy machine. For some reason, the ink does not transfer well straight from the computer copier. So make sure and note on the computer copy what its source was. **8)** Get your linoleum block. Carefully line up your image on the block. It obviously will need to be cut down to size so it fits without paper hanging off. Place it ink side down onto the front of the linoleum block. Tape together at the top. **9)** Put a small amount of Acetone on a cotton ball. Make sure you do not saturate the cotton ball because this will cause the transfer to smear. Gently rub some of the Acetone onto the back of the image. You can sort of see through it as it transfers. You can carefully pull up a corner to see if it is transferring correctly. The better it transfers, the easier the next step will be. Take the paper off and let the linoleum dry once your transfer is complete. **10)** Be extremely careful with the linoleum cutter. They make incredibly nasty and deep gouges in flesh. **ALWAYS CUT AWAY FROM YOURSELF AND OTHERS.** You must remember that you are cutting away all the areas that have no black on them. Do not cut away black areas. This is a step that takes time and patience. If you work quickly, you are likely to cut out areas that shouldn't have been. Once a piece is cut out, it cannot be put back in place. You also do not have to cut super deep, certainly not down to the fibers. **11)** When you have all the areas cut out, it is time to print. Getting a good print has to do with getting just the right amount of ink on your block. If you get too much ink, it will be a real mess, places will be filled in with ink that shouldn't be. Your print will look like a big ink blob. Also when you get too much ink, it will really slow you down, because you will have to wash your block completely off and wait for it to dry. If you don't get enough ink, some places on the block will print and others won't. This process simply takes practice. You must pull at least three good prints to turn in for a grade. One you will not get back because I keep them in a file so other students can see them. So if you want more than two prints to take home, complete more than the required number. You will pull many prints that are not good enough to turn in for a grade. Count on it. Watch the demonstration carefully. If you are having problems, ask for help. **12)**

Complete the written self-evaluation portion of your SMARTEE SHEET. **13)** Complete your RUBRIC on the last page of the SMARTEE SHEET.

M MEDIA - materials used: linoleum blocks, linoleum cutters, oil of wintergreen and/or acetone, printing paper, printing inks, cotton balls, brayer.

A ART TERMS - print, linoleum cutter, contrast, and lighting

R REQUIREMENTS - Check this often to make sure your project includes **ALL** of the requirements:

- 1) You must take photographs of another student from the classroom. Complete your "Taking Interior Portraits" Activity Checklist while taking pictures. Go through the list checking off each step as you progress. Turn in with your SMARTEE at the end of the project.
- 2) You must modify several photographs that were taken of you into high contrast images using Adobe Photo Deluxe.
- 3) You must properly save your modified images onto your own disk.
- 4) You must transfer your best-modified image off onto a linoleum block as per your instructions.
- 5) You must cut a linoleum block so it is ready to be printed with your self-portrait on it.
- 6) You must pull a minimum of three quality prints from your linoleum block and turn them in.
- 7) You must complete both the written self-evaluation as well as the rubric at the end of the SMARTEE SHEET.

T TIME FRAME - 5 class blocks

E EVALUATION - Student evaluation and assessment of the project: the student must complete this section. It is expected that the self-evaluations will be done honestly. In this section you are to write directly about your work. You should talk about your strengths and weaknesses; things you could do better; things that are done exceptionally well, etc. You must use all of the new art terminology correctly in your self-evaluation. It must be legible, both in terms of readability as well as the intended meaning. Spelling is also important. All writing must be done using complete sentences.

This writing tells me about your work. You should use such techniques as compare and contrast, analyze and evaluate. What you think about the work you have done? **Defend your statements.** For example, just writing phrases such as, "I like it." is **not** good enough. Why do you like it? You must also give yourself a written grade. You should use the rubric provided to help you determine what grade applies.

ART TERMINOLOGY - print, linoleum cutter, contrast, and lighting

- 1) What did you do specifically to create the correct conditions for your "photo shoot"?

2) What types of expressions did you try to depict? How successful were you?

3) What did you do to manipulate your image to create the high contrast print?

4) What was the most challenging part of this assignment?

5) What do you feel was the most successful part of your final project?

E EVALUATION - Teacher evaluation: Most comments will be noted on the rubric specifically designed for and attached to each project's individual SMART-EE sheet.

DIGITALIMAGELINOLEUMPRINT - © KimberleySheek2001

HIGH QUALITY INTERIOR PORTRAITS ACTIVITY

HANDOUT

Name _____ block _____ shelf# _____

1) **BACKGROUND** – It is important to pay attention not only to your subject but also to the area around your subject. Many times a novice photographer will only see the subject through the lens. Often times a solid colored background is the best option for a new photographer.

➤ What kind of a backdrop did you decide to use?

2) **LIGHTING** – Lighting is critical. Most quality portraits that have been taken within a controlled environment have lighting positioned in such a way that the subject has more light on one side of the face than the other. The amount of light can vary depending on the effect the photographer is trying to achieve. The more contrast between the lights and darks, the more dramatic the effects.

➤ How did you set up your lights?

➤ What effect/effects were you trying to achieve?

3) **SUBJECT** – Make sure to work with your subject so they are posed in a way that enhances your photograph. Usually you

will want the model to sit up nice and straight, have the face turned slightly so as to not get a completely straight on shot with the head tipped down slightly.

➤ How did you prepare your subject for the shoot?

4) **EXPRESSIVE QUALITIES** – Think back on the classroom discussion about taking expressive photographs. Talk to your subject so the two of you can cooperate together. Use photographs of others that you would like to emulate. Study the expressions, talk about what thoughts you might have in your head when posing for the camera. This is an important step.

➤ What expressive qualities were you trying to achieve in your photographs?

RUBRIC FOR DIGITAL IMAGE LINOLEUM PRINTING

| SCORE | 0 | 1 | 2 | 3 | 4 | SCORE |
|--------------------------|--------------------------------------|---|--|---|---|-------|
| PHOTOGRAPHS | Required photographs were not taken. | Required photographs were taken but were done poorly; little if any notable expression and poor lighting. | Required photographs were taken and were satisfactory. Expressive qualities were noted if the lighting worked. | Required photographs were taken and were better than average. Most had good expressive qualities and good lighting. | Required photographs were taken and were superior. The expressive qualities were obvious throughout and the lighting was exceptional. | |
| MANIPULATED IMAGE | No manipulated image was completed. | Manipulated image was completed poorly. | Manipulated image was completed but the contrast in values was fair to weak. | Manipulated image was completed with good contrast in values. | Manipulated image was completed and the contrast in values was high. | |

| | | | | | | |
|----------------------------------|-----------------------------|---|--|---|---|--|
| QUALITY OF LINOLEUM BLOCK | Linoleum block was not done | Linoleum block was turned in but not finished | Linoleum block was completed but poorly cut out | Linoleum block was completed and was well cut out. | Linoleum block was cut out exceptionally well. | |
| PRINTS | No prints were turned in | The required prints were turn in but were very poorly done. | The required prints were turn in. The overall quality was average; s clean while others were either s too much ink and others not inked enough | The required prints were turn in and were well done. Most were crisp and clean. | The required prints were turn in. The overall quality was high, with j right amount of ink applied to the block. The prints were exceptionally clean. | |
| TOTAL SCORE | 8 AND BELOW FAILING | 9-10 POOR | 8-10 PARTIALLY PROFICIENT | 11-13 PROFICIENT | 14-16 ADVANCED | |