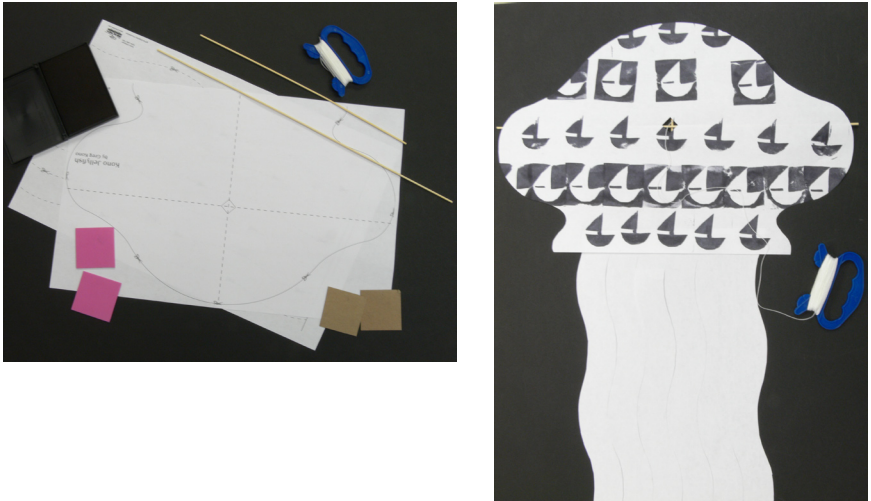


JELLYFISH KITE LESSON PLAN

Grade	3
Kite Type	Jellyfish Kite with Positive/ Negative Printmaking
Author	Maria Grade
Lesson Description	Students create stamps with personal meaning that show positive and negative space and apply them to the kite sail in a pattern.
Photo of finished kite examples	

TARGET LEARNINGS AND CRITERIA

	Target	Criteria
#1	Draws one shape with personal meaning and cuts it out of foam.	Draws a closed shape with pencil and cuts it out neatly to the line, keeping both inside (positive), and outside (negative) pieces intact.
#2	Applies both pieces to the block.	Arranges the positive shape in the center of one square block and the negative shape piece on the other square block.
#3	Prints both the positive and negative shapes.	Applies ink and prints the shapes with sufficient pressure to be clearly visible.
#4	Uses the stamps to create a pattern and fill the kite sail.	Prints a repeating sequence of elements, using both the stamps to create a pattern over the majority of the kite sail.

INSTRUCTIONAL STRATEGIES

Teacher	Students
<p>Introduces the concept of printmaking. Show examples of artwork which is printed. Introduces creating a stamp to produce a print of a shape or symbol. <i>Prompt: "A symbol is a representation or an image of something that is often much greater in meaning and more complicated. What are some symbols you can think of? (cross, peace sign, Nike swoosh) I want you to think of something for your artwork that is original and that is important to you."</i></p>	<p>Participate in discussion, offer suggestions, brainstorm original ideas.</p>
<p>Directs students to think of a shape they can eventually cut out into one piece with scissors. <i>Prompt: "Our shape is the positive space and the outside will be a stamp as well, as it is the negative space."</i> Draws ideas on the board, defining positive and negative in each one. Models drawing ideas on the board and selecting the best one, then directs students to sketch ideas individually.</p>	<p>Draw ideas on paper and choose their best symbol for the foam stamp.</p>
<p>Demonstrates the process of drawing a design, first on paper, then on the foam. Models self-assessment of the results and possible refinements. <i>Prompt: "It is okay to draw over mistakes on the foam. Remember, I want to create a symbol that has a closed shape... something original that has meaning to me, but that can be easily cut out with scissors."</i></p>	<p>Observe demonstration.</p>
<p>Demonstrates cutting out the symbol to the line, opening scissors fully, turning both scissors and foam carefully in hand. <i>Prompt: "I can cut through my shape's edges to make a hole in the middle because when I lay the edges together, I will not see the cut when I print it."</i> Demonstrates the firm application to wood block and models self-assessment of stamp using the checklist.</p>	<p>Observe demonstration.</p>
<p>Demonstrates applying ink by dabbing the foam stamp gently onto the ink pad, printing onto newspaper to make a test print. Proceed to print a few prints on the paper, reapplying ink after stamping each print. Emphasizes the ink and pressure needed to make a "good print". <i>Prompt: "When I begin to print the kite, I want to consider the orientation of my stamp- the option/effect of turning the stamp sideways, producing a pattern or a border perhaps. Eventually, I want to generate a pattern of repeating elements to make a pattern."</i> Discusses the dynamic of negative space between each of the prints on the paper.</p>	<p>Observe demonstration, offer suggestions.</p>
<p>Initiates focused drawing, assessment and cutting of designs. Reiterates the prompts as needed.</p>	<p>Draw designs, assess and modify as needed. Cut foam and apply it to square blocks.</p>
<p>Directs the clearing of tables, retaining only the stamp. Distributes newsprint for testing stamp. Distributes ink pads. Monitors students while testing and experimenting with ink and stamps. Directs them to generate a pattern of repeating elements of their choice.</p>	<p>Experiment on paper to create a clear print and create a plan for a pattern with their stamps.</p>
<p>Distributes kite sails sheets, corners taped flat on cardboard. Directs class to print a pattern with both their positive and negative stamps over the majority of the kite sail surface. Models self-assessment of stamped pattern, using the checklist and adding refinements to meet criteria.</p>	<p>Print with stamps and complete kite sails with a pattern. Self-assess using the checklist and add refinements to meet criteria.</p>
<p>Guides class in a criteria based discussion while viewing a gallery of all the kite sails. Give students a chance to share the personal meaning of their symbol.</p>	<p>Participate and offer comments which relate to the criteria and/ or reflect their own experience.</p>

Art Vocabulary

- Printmaking
- Symbol
- Closed shape
- Positive space
- Negative space
- Pattern
- Orientation

Drachen Foundation Resources

- Jellyfish kite kits
- Historical background materials
- Curriculum integration materials

Other resources:

Examples of visual symbols
Individual student
Self-assessment checklists.

Classroom Art Materials

- White paper kite sails (not cut out)
- Adhesive fun foam- 3x3 squares
- Wood 3x3 square blocks (or something similar)
- Black felt ink stamp pads

Art Essential Learnings

- AEL 1.1 concepts: Space: positive and negative space.
- AEL1.2 skills and techniques: uses art tools with control and handles materials properly
- AEL 1.4 audience skills: response
- AEL 2.1 Creative Process: develops, organizes, refines.
- AEL 4.5 Meets goals

JELLYFISH KITE LESSON CHECKLIST

Title		Checklist				
Jellyfish Kite with Positive/Negative Printmaking		① Draws a closed shape and cuts it out neatly to the line, keeping both inside (positive), and outside (negative) pieces intact.				
Author		② Arranges the positive shape in the center of one square block and the negative shape piece on the other square block.				
Maria Grade		③ Applies paint and stamps the shapes with sufficient pressure and paint to be clearly visible.				
		④ Prints a repeating sequence of elements, using both the stamps to create a pattern over the majority of the kite sail.				
Student Name		①	②	③	④	Total Points 4
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Please let us know what your experience was like teaching this lesson! We would love to hear your feedback to edit and strengthen this curriculum in the future.

Teacher Comments- BEETLE KITE LESSON

Teacher Name:

School:

Date:

Were any students especially challenged by concepts or techniques in the lesson?

What instructional strategies helped these students?

Were there lesson dynamics that helped or hindered learning?

What would you change?

What classroom management techniques or materials preparation supported student learning?

What would you change?

Other comments:

Please send to: **Drachen Kite Foundation**
400 Roy St. Suite 200, Seattle, WA 98109

