

## Scratchboard Project

**Teacher Candidate: Stefani Sumption**

**Cooperating Teacher: Ms. Hinze**

**Grade Level: 8<sup>th</sup> Grade**

**Subject: Art**

**Date: 11/19/15**

**This lesson will follow the introduction to a scratchboard animal project. It will include the students getting a demonstration on how to transfer their animal to the scratchboard, how to apply the techniques of stippling, hatching, cross-hatching, and stippling over cross-hatching in their design, and how to correctly etch the eyes in their design.**

### **Common Core/State Standard(s):**

6-8.VA.Cr.2.3 Apply visual organization strategies (such as the principles of design) to produce a work of art or media that clearly communicates information or ideas.

### **Learning Objective(s):**

Students will be able to transfer their sketch of their chosen animal to the scratchboard using the appropriate etching tools.

Students will be able to demonstrate the 4 methods of etching techniques in their animal design.

### **Planning**

#### **Rationale: Describe how this lesson is developmentally appropriate:**

- Basic concepts of line, texture, and movement are needed to master the lesson objectives.
- Learning the principles of art through the etching techniques on the scratchboard are useful to the students to teach them knowledge they will use in future art assignments.
- The use of a scratch tool and etching techniques, as well as dos and don'ts for the project, will be taught during this lesson with a PowerPoint, lecture, and demonstration from the teacher.
- According to Elliot Eisner, art provides children with opportunities to solve problems using their imaginations. This assignment presents the students with the opportunity to choose a design they want to use on their scratchboard, decide how they will create effective movement and texture with the techniques of etching taught, and then transfer their design to a scratchboard and solve how they will physically etch their design.

#### **Pre-Assessment**

- The teacher will pass out the scratchboards the students will use for the assignment.
- The teacher will go over the different etching tools that will be used for the assignment.

#### **Assessment**

- The teacher demonstrates how to transfer the sketched design of the students' animals to the scratchboard.
- The teacher demonstrates how to apply each technique of the 4 methods shown in the lecture, to the scratchboard using the etching tools.
- The teacher will go over dos and don'ts of scratchboard techniques with the etching tools and scratchboard.
- The teacher will demonstrate how to depict a lifelike eye in the eyes of the students' animals. Techniques will be demonstrated on how to achieve this.

#### **Post-Assessment**

- The teacher will explain how many techniques will be needed for the assignment.
- The teacher will let students know what is needed for a good grade on the project and will let them know a rubric will be provided at the end of the assignment. This will grade them on creativity, originality, effort, and following directions, as well as determining if they displayed movement and contrast in their animals they chose.

	<p><b>Key Vocabulary:</b></p> <p><b>Scratchboard-</b> A drawing board coated with white clay and a surface layer of black ink that is scratched or scraped away</p> <p><b>Scratch tool-</b>tool used to scratch the black coating off of a scratchboard</p> <p><b>Contrast-</b>to compare in order to show unlikeness or differences</p> <p><b>Movement-</b> illusion of implied movement</p> <p><b>Texture-</b>the feel, appearance, or consistency of an object’s surface</p> <p><b>Hatching-</b>technique to create shading effects using closely spaced parallel lines</p> <p><b>Cross-hatching-</b>technique to create shading effects using intersecting parallel lines over hatched lines</p> <p><b>Stippling-</b>technique to create shading effects using dots</p>	<p><b>Technology needed:</b></p> <p>No technology needed</p> <p><b>Other required materials:</b></p> <p>Luna, for demonstration</p>
	<p><b>Accommodations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accommodations/modifications will include working one on one with students with special needs, as well as students that simply need guidance, while determining which animal design would work best for their scratchboard project. The instructor will also guide them when using the etching tools.</li> </ul>	
<b>Lesson Plan Implementation</b>	<p><b>Lesson Opening:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher will announce that the students will be learning how to transfer their sketch of their animal to the scratchboard.</li> <li><input type="checkbox"/> The teacher will announce that the students will be learning how to apply the 4 methods of etching techniques shown during the introduction lecture as well as techniques on how to depict an accurate eye in their animals.</li> </ul>	
	<b>I Do</b>	<p><b>Instructional Input</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher will pass out the scratchboards needed for the assignment.</li> <li><input type="checkbox"/> The teacher will pass out the etching tools the students will use to etch their designs.</li> <li><input type="checkbox"/> The teacher will demonstrate the 4 methods of etching techniques shown during the introduction lecture. These are stippling, hatching, cross-hatching, and stippling over cross-hatching.</li> <li><input type="checkbox"/> The teacher will demonstrate specific steps and techniques to take with the eyes of the students’ animals.</li> <li><input type="checkbox"/> The teacher will go over the proper techniques on how to scratch on a scratchboard.</li> </ul>
	<b>We Do</b>	<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The students can practice these techniques with a pencil and paper while following along, if they wish.</li> <li><input type="checkbox"/> The students can also go through the steps and techniques with the teacher’s demonstration right on their scratchboard.</li> <li><input type="checkbox"/> The teacher will explain that the students will need to display texture, contrast, and movement in their final scratchboard animals.</li> <li><input type="checkbox"/> The teacher will answer any questions on the assignment.</li> </ul>
	<b>You Do</b>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The students will continue with the transfer of their sketched animals to the scratchboard.</li> <li><input type="checkbox"/> The students will continue practicing the techniques on their scratchboards.</li> </ul>
	<p><b>Lesson Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher will go over what was taught by asking student to describe good techniques of scratching a scratchboard.</li> </ul>	

	<ul style="list-style-type: none"><li>□ The teacher will remind the students that varying contrast, texture, and movement needs to be applied to their final scratchboards animals.</li></ul>
<b>Analyze</b>	<p>After you have administered your assessments (formal or informal) for this lesson, analyze the results.</p> <ul style="list-style-type: none"><li>✓ How did the students perform on this assessment? To what degree did they achieve mastery toward the lesson objective(s)?</li><li>✓ How will you provide opportunities for remediation and extension?</li></ul>
<b>Reflect</b>	<p>Reflect on your effectiveness as a teacher based on the analysis of students' performance.</p> <ul style="list-style-type: none"><li>✓ List two things you feel you did well to plan, implement, or assess instruction.</li><li>✓ Describe the changes you would make if you were to teach this lesson again.</li></ul>

## Animal Scratchboards

Student Name: \_\_\_\_\_

CATEGORY	8	7	6	5
Attractiveness/ Craftsmanship	The scratchboard animal shows that the creator took great pride in his/her work. The design and construction look carefully planned. The item is neat (free of unwanted bumps, marks, and tears).	The animal scratchboard shows that the creator took pride in his/her work. The design and construction look planned. The item has a few flaws (unwanted bumps, marks, tears), but these do not detract from the overall look.	The design and construction were planned. The item has several flaws (unwanted bumps, marks, tears), that detract from the overall look.	The animal scratchboard looks thrown together at the last minute. It appears that little design or planning was done. Craftsmanship is poor.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the scratchboard animal. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.
Creativity	The student used design from original printed copy but made it completely their own. Contrast, movement, and texture are clearly displayed in overall scratchboard project.	The student used design from original printed copy but changed a few things on the final scratchboard. Contrast, movement, and texture are displayed in overall scratchboard project.	The student used design from original printed copy and changed a couple of things on the final scratchboard. Contrast, movement, and texture are not clearly displayed in overall scratchboard project.	The student copied design from original printed copy onto the final scratchboard. No contrast, movement, or texture were displayed in overall scratchboard project.
Following Directions	The student used an animal with fur or hair on their scratchboard project. If they used an animal with scales it was checked by the teacher. The student used contrast, texture, and movement in their animal.	The student used an animal with fur or hair on their scratchboard project. The student used contrast, texture, and movement in their animal.	The student used an animal on their scratchboards with some fur/hair. Contrast, texture, and movement is minimal.	The student didn't choose an animal with fur/hair. No contrast, texture, or movement is portrayed in scratchboard project.