

Fun on the Farm

Printmaking
ART AND LANGUAGE ARTS
GRADES: 1-3

BASED ON



Marc Chagall (1887-1985), Russian
The Red Rooster (le Coq Rouge), 1940
Oil on Canvas
Bequest of Mary E. Johnston
1967.1426

OBJECTIVES

- Students will compare the work “The Red Rooster” of Marc Chagall to the illustrations of Will Hillenbrand in the book “Down on the Barn”
- Students will learn/demonstrate about the lithograph printing technique
- Students will create a monoprint artwork

CONCEPT

The students have read the story “Serious Farm” in their Storytown language arts book. In art class the students will read “Down on the Barn” by Will Hillenbrand. They will compare and contrast the works (especially the rooster) of Marc Chagall and Will Hillenbrand. Note also that in the book, pictures take over the storytelling rather than the words. During the discussion of the artworks the process of printmaking is demonstrated. Explain, in this process the similarities of lithograph and their process. (Their process being to paint the rooster on aluminum foil and then pull a print from their painting, similar to the lithograph process) Point out also the reverse image.

MATERIALS

- Aluminum foil
- 9 x 12 white paper (colored paper would work as well)
- Tempera paint (I used primary colors as Marc Chagall’s work used red)
- Paint brushes

VOCABULARY

Monoprint – a non-editionable kind of print, essentially a printed painting (literally -one print)

Pulling a print – to remove the printed paper from the printing plate

Lithograph – a print made from a stone or a metal plate

Mirror image – the print and the plate reveal mirror images in that the picture they paint is reversed on the print

PROCEDURE

- Students read "Serious Farm" from their textbook
- Students read "Down on the Barn" written and illustrated by Will Hillenbrand
- Students studied and discussed Marc Chagall's "The Red Rooster"
- Demonstration and explanation of the process of lithograph printing in general terms.
- Demo painting the rooster on aluminum foil and pulling the print
- Students are then given a piece of aluminum foil slightly larger than a 9 x 12 white paper
- Students paint a rooster on the foil, carefully pull their print
- Students place their 'plate' and print on the drying rack and read from

ASSESSMENT

	Creating	Reflecting	ELA	Culture/History
3	Students demonstrate a well thought-out design and execution using materials and tools to their best advantage	Students demonstrate a thorough writing reflecting on their work and research	Students can verbalize how the story was told through the illustrations and could relate/retell the stories and poems about the farm	Students demonstrate a good understanding of Marc Chagall's "The Red Rooster" that it was a lithograph print and able to express the printing process.
2	Students demonstrate a good design and execution using materials and tools but perhaps not to their best advantage	Students demonstrate a good writing reflecting on their work and research but is incomplete or lacking	Students can verbalize to some extent how the pictures told the story but perhaps are unsure and they struggle with the retelling	Students demonstrate an understanding of Marc Chagall's "The Red Rooster" that it was a print and able to express the printing process
1	Students demonstrate a weak design and execution using materials and tools perhaps not to their best advantage	Students demonstrates a weak writing with little indepth reflection on their work i.e. stating the obvious if looking at the work.	Students have difficulty verbalizing where the story was told via the pictures and struggle with the retelling.	Students demonstrate little understanding of Marc Chagall's "The Red Rooster" that it was a print and able to express the printing process.

CLASS EXPERIENCE

NATIONAL STANDARDS

VA:Pr5.1.2a Distinguish between different materials or artistic techniques for preparing artwork for presentation

VA:Re9.1.2a Use learned art vocabulary to express preferences about artwork

VA:Cn10.1.2a Create works of art about events in home, school, or community life

CURRICULUM CONNECTIONS

RL 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting and plots.

RL 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RESOURCES

<http://www.cincinnatiartmuseum.org/art/collection/collections/?u=6929386#sthash.z5GtlwIB.dpuf>

“Down on the Barn” written and illustrated by Will Hillenbrand

“Beyond Old MacDonald” Charles Hoce, author – Eugenie Fernandes, illustrator



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