

Responding to War

Middle School (grades 6-8)

Goals:

1. Students will continue to appreciate that art can be used for self-expression.
2. Students will understand and appreciate that materials have specific properties and these must be addressed in the design of the work.
3. Students will understand and appreciate that artists make decisions for specific reasons.

Connections to Curriculum:

A. Making

1. Printmaking – Students learn the history, traits, and techniques for linoleum block printing.

B. Literacy

1. Look at and Discuss Artwork – Students observe art, are able to discuss style and personal preference, and are able to compare/contrast artworks.
2. Read and Write Aesthetics – Students generate responses to issues.

C. Context

1. Recognize Social, Cultural, and Historical Significance – Students identify themes through time and cultures.
2. Connect Art to Other Disciplines – Students recognize the overlap with themes in humanities.
3. Issues in Contemporary Art – Students become familiar with contemporary artists.

Materials:

Posters of artwork, pencils, sketchbook, graphite transfer paper, linoleum, carving tools, iron, non-slip grips, ink, brayers, and wooden spoons.

Sequence:

1. Group brainstorming and discussion about war.
2. Look at Expressionistic responses to war, both historical and contemporary. Discuss: What do you think the artist's opinion is? What do you see that makes you say this?
3. What is your response to war? Or to these images? Students come up with a minimum of 5 sketches that put their emotional response to war into a visual image.
4. Introduce linoleum printing process.
5. Students cut their linoleum and print it.
6. Reflection: What was your goal? What decisions did you make to achieve it? What is the effect of the final image? What problems arose in the process and how did you deal with them?

Assessment:

Is the student able to look critically at artworks and discuss them?

Is the student able to transform his or her own response into a visual image?

Does the student use the limitations of the medium to his or her advantage?

Is the student using tools and materials safely and appropriately?