

Differentiation Plan- Devin Hanson
Lesson Plan- Screenprinted Symbols (4th-5th Grade)

Goal of Lesson: This lesson will sequence a 2nd-3rd grade block printing lesson on the basis of printmaking and will also relate to previous "hand-made" lessons in that printmaking is a popular style of wall art.

Lesson Objectives:

- Students will identify and discuss the art of Andy Warhol and Jaume Plensa along with the era of Pop Art. (NS 4, 5)(IS 2a,2c,4f)
- Each student will examine symbols in their pop culture and design a symbol that represents themselves. (NS 1,2) (IS 2c)
- Students will use new tools, such as an Xacto Knife, to cut a stencil of their symbol to use as a screenprint. (NS 1) (IS 2c)
- Students will practice screenprinting their stencil on a piece of paper. (NS 1)
- Students will print their stencil repetitively in a pattern of their choosing on a piece of chipboard. (NS 1)
- Students will reflect on their finished prints by presenting their projects to the class through a verbal self-evaluation. (NS 5) (IS 5d)

Materials:

- Chipboard- \$13
- Xacto Knives- \$50
- 8x10 silk screens- \$50
- Pencils- 50ct- \$2
- Screenprinting Ink- \$50
- Squeegees- \$50
- Cardboard as a cutting board- Free
- Hairdryers- Free (Personal Supply)
 - Total: \$265 (These materials are simply a sample list and other products can sometimes be substituted.)

Student needing accommodation	project: time materials theme assessment other	Description of accommodations for lesson
ESL	<p>Materials</p> <p>Time</p> <p>Theme</p>	<p>Materials I will use in this lesson will consist of a non-English translation of a book on pop culture. This will allow me to teach the material more accurately.</p> <p>I will allow more time for students having trouble understanding to comprehend the material. I will make sure to learn non-English translations of key screenprinting terms to help the student/s better understand and use less time for explanation.</p> <p>Because printmaking reflecting several parts of the world in the early 20th century, I can discuss other cultural printmaking artists, relating to the ESL students in class. This will help the student better understand the material and also allow other students in class to better understand their classmate.</p>
Special Needs (Cerebral Palsy)	<p>Materials:</p> <p>Time:</p> <p>Guidelines:</p>	<p>Because the student has little to no movement of the hands, I will pair them with a “gifted” student who can assist them in printing their piece.</p> <p>If an associate is not available to assist this student, I will make sure to set aside extra time to help. I believe this project can still be possible with extra time and a reliance on other students.</p> <p>The guidelines of this project can be changed to make the piece simpler to make for the student. It can relate to simple shapes and pattern, such as one symbol instead of an abstract combination,</p>

		allowing the student to successfully finish on time.
Gifted	Time:	Gifted students will most likely finish early. To increase their learning, I will pair them up with students who are struggling with time. This will enforce their skills, as well as allow them to extend their knowledge.
	Materials:	If the student finishes far earlier than intended, they can make an additional print, or help others master their materials more appropriately.
	Assessment:	These students will be assessed using the same rubric as the other students. Just because they finish early, doesn't mean they didn't rush through the work.