

Lesson Title: Sumi Ink Club Drawing with Wax Resist
Targeted Grade Levels: K - 2
Time Frame: 4, 30-minute art class periods
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Introduction

Kindergarten through second grade students are especially new to the school setting at the beginning of the year and usually need help learning how to work collaboratively with peers. These students will create a participatory drawing project, in the manner of sumi ink drawing, to explore the big idea of working collaboratively on a large-group mural with peers using mark-making activities that can result in many good things such as having fun, getting along with others, making a great artwork, and experiencing quality drawing ideas in a setting of controlled freedom.

The artists students will learn about include Sarah Rara and Luke Fischbeck, founders of the Sumi Ink Club; Kieth Herring, who painted artworks in a similar mark-making manner; and Lisa Iglesias, who teaches others about sumi ink artmaking and has shown sumi ink drawings of her own. Students will explore personal and inspired mark-making ideas as they add their own marks, images, and symbols to a collaborative mural.

All students will work collaboratively with grade level peers to create three sumi ink drawings that will be displayed as one large grade level mural in the hall. They will be guided in the process of working collaboratively with each other and in the process of how to draw safely and carefully with liquid watercolors, markers, and white crayons. They will practice and show grade-level mastery of these processes. Students will then work together to make their collaborative sumi ink drawing mural. The mural will be hung in the art classroom for a few days and then moved to the hallway for the whole school to see.

Objectives

1. Students will learn, practice, and effectively use cooperative, collaborative working strategies, especially the following:
 - a. resolving conflicts about shared drawing spaces and materials through respectful discussion, a give-and-take attitude, and structured verbal queues and responses
 - b. working independently and quietly during drawing time and moving respectfully among peers during station changes

2. Students will independently practice deliberate and thoughtful mark making experiments according to their own creative wishes and as inspired by the examples of professional artists.
3. Students will use their experimental marks to make drawings on a large collaborative mural paper and to inspire new mark-making ideas as they further explore their drawing skills and media.

Tools and Materials

large sheets of paper taped to tables, paint shirts, white crayons, black markers, black liquid watercolor, small cups or paint trays, paint brushes

Process

1. Students will use one crayon to draw a different kind of mark in each of twelve squares on a guided practice worksheet. They will follow the teacher's verbal instructions for six of the mark-making squares, and then they will use their own creativity to generate interesting marks in the remaining six squares.
2. Students will view the work of three professional sketching artists to see and discuss the kinds of marks found in the professional's work. They may experiment with tracing some marks on the Smart Board for visual and kinesthetic reference. They will choose one mark in each of the six professionals' work examples to either imitate or use as inspiration for their own new mark ideas. They will sketch each of these marks in six new squares on the back of their guided practice worksheets. They will use the last six squares to make more of their own mark creations following guided viewing and discussion activities.
3. Students will watch a role-play demonstration of cooperative working strategies and then will practice their own role-play of appropriate cooperative working strategies. Students will practice this role-play until they show grade-level mastery of the key cooperative working skills for this lesson.
4. Students will work independently on a collaborative mural. They will start with white crayons making careful circles in random places all over the mural paper. Next, they will switch medium to a black marker to repeat creative marks from their guided practice worksheets. Resist from white crayons will begin to reveal itself at this point. Finally, students will switch medium to black watercolor filling the remaining white spaces with more creative marks. This work will take place in timed stages. For two consecutive class

periods students will move to a new drawing area every five minutes, repeating their mark-making activity among peers' drawing marks.

5. Completed work will be assembled into one large mural, first, to be displayed in the art classroom for discussion and reflection purposes, then, to be displayed in the hall/foyer area for the whole school to enjoy.

Summary of Process

1. guided practice (day 1, large group)
2. contemporary art study (day 1, large group)
3. cooperative working/learning strategies (day 2, small to large group)
4. white crayon circles (day 2, independent work, reflections, projections)
5. black marker mark making (day 3, independent work, reflections, projections)
6. black watercolor mark making (day 4, independent work, reflections, summation)

Assessment Plan

Formative Assessment Plan

Teacher Observation

- Are students exploring creative mark making?
- Are students making deliberate, thoughtful marks?
- Are students applying cooperative working strategies effectively?

Small and Large Group Discussion

- Are students talking about different kinds of mark-making ideas with each other?
- Do students respond positively to each other's contributions?

Guided Practice Worksheet

- Have students created a variety of marks?
- Have students created deliberate, thoughtful marks?
- Are students referencing their practice sheets for inspiration?

Student Self-reflections

- How do students describe their personal contributions to their collaborative mural?
- Which cooperative working strategies do students believe they are using effectively?
- Which cooperative working strategy could students do better at and what do they have to do to get better at it?
- What do students believe is successful in their mural work?
- What do students wish to keep doing and change as they continue to work on their mural?
- What new mark-making ideas have students come up with as they work on their mural?

Summative Assessment Plan

Teacher Observation

- Are students exploring creative mark making?
- Are students making deliberate, thoughtful marks?
- Are students applying cooperative working strategies effectively?

Checklist and Rubric

- Found on iRubric.com

Artists and Artworks

1. Albrecht Durer: *Rhinoceros* is an example of filling spaces with many lines, shapes, and designs.
2. Sumi Ink Club: founders Sarah Rara and Luke Fischbeck images and videos about what a collaborative drawing can look like, how it can be done, and where the big idea originated
3. Lisa Iglesias: current work that demonstrates the use of freedom of shapes and lines and that strongly balances positive and negative space almost to the point of uncertainty about which is which
4. Haring Kids: Keith Haring artwork and how his works show a similar freedom of mark making as well as how he fills his visual space evenly covering much of the negative space
5. Shantell Martin: contemporary large work sketching artist

References

Durer, A. (1515). Rhinoceros. Retrieved from <http://www.albrecht-durer.org/Rhinoceros.html>

Fischbeck, L. & Rara, S. (2005). Sumi ink club. Retrieved from <http://www.sumiinkclub.com>

Iglesias, L. & Iglesias, J. (2013). Las Hermanas Iglesias. Retrieved from <http://lashermanasiglesias.com/lisa-iglesias/lisa-current-work>

Keith Haring Foundation. (2010). Haring Kids. Retrieved from <http://www.haringkids.com>

QLM Media. (Oct, 2013). The art of Shantell Martin at MLB Fan Cave. Retrieved from <http://youtu.be/Z6vUvcvtjxA>