

Printmaking Pet Art

During Unit 1 of our reading program, students learned about how pets can be helpful and how pets depend on people. Parents sent in pictures of pets and students traced the pet onto a clear protector sheet using a water based marker. Students then printed the tracing onto paper. Students used oil pastels to color the pet and then created designs for the background. Students used watercolors to complete the background.

Students wrote paragraphs explaining how their pet depends on them. The paragraphs had a topic sentence, at least three details, and a closing sentence.

Reflections.....

We learned to trace over our pet a couple of times before printing.

Lots of trial & error. We practiced a few times before we printed on our “good” white paper.

The “cheaper” markers worked best.

The process.....



**MS CCS
Arts
Standards:**

- VA: Cr.1.2.2: Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

- VA: Cr.3.1.2: Discuss and reflect with peers about choices made in creating artwork.
- VA: Re7.1.2: Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
- VA: Re7.2.2: Categorize images based on expressive properties.
- VA: Re9.1.2: Used learned vocabulary to express preferences about artwork.

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.