

**Mike Nash Lesson Plan 1**  
**Scratchboard Flower**  
**Grade Level: 5**

**I. Standard & Benchmarks**

VA:Cr1.2.3a: Elaborate on an imaginative idea. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

**II. OUTCOMES:**

Students will be able to show an understanding of the relationship between black and white areas with transitioning values, positive and negative space, and familiarity with scratchboard tools and techniques.

**III. Anticipatory set/Motivation:**

Providing an example of scratchboard art through the reading of "The House in the Night" by Susan Marie Swanson and Beth Krommes. Provide examples of art made using scratchboard and techniques. This lesson draws upon prior knowledge of basic shape forms, as well as prior exposure to the concept of value as a transition from light to dark and dark to light.

**IV. Model the Process:**

**Criteria:** Students must create an illustration using 8.5" x 11" scratchboard, transferring and referencing a provided image of a flower.

**Task Analysis:** Students will prepare a scratchboard surface for their illustration, transferring an image of a flower onto scratchboard. Students will learn how to properly hold their tools and how to prevent possible injury. Students will be instructed to keep scrap paper under hand to avoid oil/dirt while scratching and to work carefully to scratch away light areas gradually.

**Vocabulary:** Light and Dark, Value Transition, Positive and Negative Space, Contour

**Materials:** Image for reference, painters tape, pencil, 8.5" x 11" Scratchboard, scratchboard tools, spare sheets of scratchboard for testing strokes, sheet of copier paper for cover.

**Demonstration:**

**Week 1**

**5 Minutes:** Allow for class to be seated and settled, attendance taken.

**20 +/- Demo:**

1. Read "The House in the Night" by Susan Marie Swanson and Beth Kromme.
2. Discuss project and parameters of assignment.
3. Present image to be used.
4. Use pencil to add graphite on the back of the image so that lines drawn can be transferred.
5. Tape image, front side up, to scratchboard with tape as hinge from front to back, place tape on bottom of paper to prevent movement.
6. Trace out light areas, leaving dark areas, to transfer image from sample to scratchboard.
7. Demonstrate and discuss how the graphite on scratchboard can best be seen under light and used to make marks.
8. Remove image page from scratchboard, keep as reference.
9. Take out test piece of scratchboard and demonstrate the types of lines student can make.

10. Demonstrate proper and improper techniques.
11. Have students follow along with demonstration on test piece.
12. Model patient and measured strokes, use of proper pressure, moving paper around to make strokes more efficient and easier.
13. After demonstrating different stroke techniques and the effects of different tools on test pieces, observe and assist student's own use of tools.

**15 +/- Student:**

1. Use pencil to add graphite on the back of the image so that lines drawn can be transferred.
2. Tape image, front side up, to scratchboard with tape as hinge from front to back, place tape on bottom of paper to prevent movement.
3. Trace out light areas, leaving dark areas, to transfer image from sample to scratchboard.
4. Remove image page from scratchboard, keep as reference.
5. Set final piece to the side. Make sure no more work is done on final piece at this stage.
6. Distribute more scratch pieces of scratchboard and practice strokes using parts image as reference, encourage students to choose which areas to practice scratching techniques.
7. Save these practice sheets with final scratchboard and reference for next class.

**Extension Activity:** If spare time remains, have students read "The House in the Night" to each other. Discuss with them what the story is about. Ask students to identify and compare the lines made in the books art with the lines they have made in their practice pieces.

**5 Clean up**

*Week 2*

**5 Minutes:** Allow for class to be seated and settled, attendance taken.

**10-15 +/- Demo:**

1. Reiterate lesson and remind students of project parameters and objectives.
2. Distribute new practice pieces of scratchboard, make different marks with class, reviewing techniques and warming up.
3. Once students are familiar with tool and how to remove material, move to working with transferred image on final scratchboard.
4. Model removal of material in measured strokes, following contour of shapes on different parts of the flower.
5. Demonstrate use of both reference image and practice sheets during mark making.
6. After every five scratches look at the references to compare, repeat this as often as necessary for referencing to become a habit.
7. All strokes at this stage should remain light and follow same direction.
8. Explain and demonstrate why marks are made and how to make them.
9. Keep spare cover sheet under hand, explain how to avoid oil and dirt on scratchboard while working.
10. Once all beginning lines are scratched in where light areas exist on reference image, continue with scratching new lines moving in opposite directions in a crosshatch pattern.
11. Carefully demonstrate how to shorten strokes and expose more light areas.

**20 +/- Student:**

1. Remove material in measured strokes, following contour of shapes on different parts of the flower.
2. Reinforce use of both reference image and practice sheets during mark making.
3. Reminder, after every five scratches look at the references to compare, repeat this as often as necessary for referencing to become a habit.
4. Ensure strokes remain light and follow same direction.
5. Make sure they keep spare cover sheet under hand while working.
6. Once all beginning lines are scratched in where light areas exist on reference image, continue with scratching new lines moving in the opposite direction.

**Extension Activity:** If spare time remains, have each student write a list of different ways to make things by removing existing material instead of adding material. Compare results to see how many students thought of the same ideas. Discuss which ideas would be easier, more fun, and why.

## **5 Clean up**

### *Week 3*

**5 Minutes:** Allow for class to be seated and settled, attendance taken.

#### **5-10 +/- Demo:**

1. Again, reiterate lesson and remind students of project parameters and objectives.
2. Distribute new practice pieces of scratchboard, make different marks with class, once again reviewing techniques and warming up.
3. Move straight to working with transferred image on final scratchboard.
4. Model removal of material through broader strokes on fully exposed areas to finish project.
5. Further reinforce use of both reference image and practice sheets during mark making.
6. After every five scratches look at the references for comparison.

#### **30 +/- Student:**

1. Remove material in larger strokes, building on more fully exposed areas.
2. Demonstrate use of both reference image and practice sheets during mark making.
3. After every five scratches look at the references to compare.
5. Keep spare cover sheet under hand when scratching.
6. Finish remaining details to complete project.

**Extension Activity:** If spare time remains once projects are complete, have each student display their work and write a list to identify 3 favorite things about their own project, 3 things they would do differently in a second attempt, and list 5 different items or objects to use as their subject besides the flower image provided.

## **5 Clean up**

### **V. Check for Understanding:**

Ask about light source, where is it coming from?

Where does it land on the shape?

Where is the light mostly concentrated and how does it follow the contour of the shape?

How does scratching away light areas differ from normal drawing?

How does the exposed light areas create shape and imply form through dark areas?  
What different tools can be used to make other types of lines by removing material?  
Why is it important to practice scratches before working on final piece?

**VI. Monitor and Adjust:**

Keep aware of any student who shows anxiety in beginning their project or making marks.

Encourage them to practice on scratch paper before making marks on final piece.

Reassure students who have problems making careful or precise scratches that no mark is an incorrect mark, and that imperfect lines are found throughout nature.

Be aware of improper use of tools that pose a safety risk, stress importance of safety when using scratchboard tools.

Repeated disregard of safety issues should be disciplined accordingly.

**VII. Accommodations:**

Stabilize grip for students with motor issues by propping arm up with books or folders.

Add layers of tape or cushioned pencil holder for students with issues gripping the tool.

Repositioning of scratchboard if pulling of the tool is difficult for the student.

**VIII. Clean up:**

Provide assigned cleaning duties to students as a group or individually as needed: placement of art in its properly assigned storage area, return of tools to proper areas, disposal of spare sheets of paper into a recycling container, wipe off charcoal/graphite dust from table.

**IX. Closure and Assessment:**

Examine student work for assessment of the following, awarding 0-25 points for each:

1. Creativity - Is their work imaginative? Have they explored alternative approaches? Have they worked through multiple concepts?
2. Critical Thinking - Have they identified errors or opportunities for improving their work? Have they shown mindfulness of safety hazards in their use of tools and supplies? Are they able to give thoughtful critique of others work or the instructions given?
3. Communication - Do they show fluency with the listed vocabulary? Are they able to discuss their concept or approach? Does the work read in a manner consistent with their intent?
4. Collaboration - Have they assisted others in their work? Have they participated in class discussion? Have they contributed to group assignments?