

<p><b>1</b></p>	<p>Author: Michelle Borges  Date: 10/20/18  Unit Description: For this lesson, students will be creating cyanotypes of transparency drawings. These drawings will be of images found on the town’s historical society page. In the future, students will be partnering with the historical society to learn hand stitching so that these printed fabric cyanotypes may be made into a quilt commemorating the towns history. Possible display of this work will be discussed for the local town library.  Lesson Title: Cyanotypes of Local Town History  Grade level: 7-12  Time frame: 3 art club meetings – 60 minutes in duration</p>
<p><b>2</b></p>	<p><b>Massachusetts Visual Arts Framework Learning Standards</b>  1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.  1.10 Use electronic technology for reference and for creating original work.  4.2 Select works for exhibition and work as a group to create a display.  6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history.</p>
<p><b>3</b></p>	<p><b>Specific Learning Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate an understanding in the process of cyanotype printing methods. Students will learn how to transfer sharpie drawings on clear transparency sheets to cyanotype treated fabric. Students will also learn about exposure time in the sun and how to finish the printing process by rinsing with water.</li> <li>2. Students will utilize online archived images of their town to create their drawings. This will start an investigation into the history of the town and how students now fit into the timeline of Westport.</li> <li>3. Students will create a quilt in collaboration with the Westport Historical Society to commemorate the history of their town and their own relation to the town.</li> <li>4. Students will work collaboratively with the historical society and each other to have their prints eventually sewn together and be created into a quilt for display with an emphasis on an appreciation of their past. The quilt will showcase the student’s ability to create an artwork that documents historical events so that they may be preserved and reflected by current and future generations.</li> </ol>
<p><b>4</b></p>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. How is art used to communicate ideas?</li> <li>2. How can collaboration be used in artwork?</li> <li>3. How can using one material create unity?</li> <li>4. How can making art related to history tell a story?</li> <li>5. How can art be used to document historical events? Why is this important?</li> </ol>

<p><b>5</b></p>	<p><b>Guiding Questions</b></p> <ol style="list-style-type: none"> <li>1. What is a cyanotype?</li> <li>2. How can cyanotype prints be used to communicate ideas?</li> <li>3. How do drawings on transparencies transfer to cyanotype treated fabric?</li> <li>4. How can working collaboratively enhance the abilities of an artist?</li> <li>5. How do you think you/your school fit(s) into the history of the town of Westport?</li> <li>6. From the images you searched, what did you learn about local history?</li> </ol>
<p><b>6</b></p>	<p><b>Knowledge and Skills</b></p> <p>For this lesson, students will be introduced to a new photo printing process: cyanotypes. Students will gain knowledge in transforming drawings on clear transparency sheets to cyanotype treated cotton fabrics. Students will utilize the towns historical society online archive to gain knowledge of local town history. This will start an investigation into the history of the town and how students now fit into the timeline of Westport. Volunteers from the Westport Historical Society will be coming into the school to teach students how hand sew these fabrics together to make a commemorate town history quilt. The quilt will showcase the student’s ability to create an artwork that documents historical events so that they may be displayed and reflected by each participating artist as well as the viewers who will see the quilt.</p>
<p><b>7</b></p>	<p><b>Performance Activity</b></p> <p>Day one</p> <ol style="list-style-type: none"> <li>1. Students will be introduced to the cyanotype printing process. (Please see attached document “Cyanotype_Process_Reference”). Each student will need a copy of this document. Please read this document with students to understand the photo printing process.</li> <li>2. After reading the document, students will be viewing two videos.  <u>First video:</u> <i>The Cyanotype - Photographic Processes Series - Chapter 4 of 12</i>  <a href="https://www.youtube.com/watch?v=3s0hiBi5c4Y">https://www.youtube.com/watch?v=3s0hiBi5c4Y</a>            (This video details the history of the cyanotype printing process)</li>   <li><u>Second Video:</u> <i>Cyanotype workshop! Beautiful floral blue prints.</i>  <a href="https://www.youtube.com/watch?v=ozxuEhYQq1l">https://www.youtube.com/watch?v=ozxuEhYQq1l</a>            (This workshop shows the steps of how to treat surfaces, expose objects in the sun, rinsing chemicals, and then the final completed prints that can be created.)</li> <li>3. Now that students have a better understanding of the cyanotype process, students will need to select the images they will be using from the Westport Historical Society website. (<a href="http://www.wpthistory.org">www.wpthistory.org</a>)</li> <li>4. Students may select any image from the towns historical site. Students will be limited to only use this website for their image choices.</li> <li>5. Once students have selected their image, they may print them on the art room printer.</li> <li>6. Next club meeting, students will begin their sharpie drawings on clear transparencies.</li> <li>7. Have students clean up. (please see step 11 “procedure” for cleanup process.)</li> </ol>

	<p>Day two</p> <ol style="list-style-type: none"> <li>1. For this art club meeting, students are to start and finish their historical image drawings on clear transparency sheets.</li> <li>2. Students will need their print outs from last class, one clear transparency sheet, and one black sharpie.</li> <li>3. It is important that students finish their drawings today so that the next club meeting will be entirely dedicated to the cyanotype printing process. (See instructions, attached).</li> <li>4. Students are to place their clear transparency over the image they printed from the historical history website.</li> <li>5. Students will trace the pictures in sharpie onto their clear sheets.</li> <li>6. Make sure students do not move their drawings until they have completed their entire rendering of the printed image.</li> <li>7. Have student’s clean-up. (please see step 11 “procedure” for cleanup process.)</li> </ol> <p>Day Three</p> <ol style="list-style-type: none"> <li>1. Today is dedicated to the cyanotype printing process.</li> <li>2. Students will need to prepare their materials before going outside. Each student will need their transparent drawing, one 12” X 12” cardboard and one 12” x 12” pane of glass.</li> <li>3. <u>The cyanotype printed fabric is light sensitive. The fabric needs to be kept wrapped until ready to print. DO NOT TAKE THE FABRIC OUT OF THE BLACK BAG BEFORE EVERY STUDENTS STATION IS READY.</u></li> <li>4. Once outside, students will need to first place their cardboard in the sun. Next, give each student one cyanotype treated fabric sheet. Students will place the sheet on top of the cardboard. Next, students will place their drawing on top of the fabric. Last, students will place the glass window pane on top of their drawing to make sure the drawing will stay in the same place for the entire exposure time.</li> <li>5. Drawings will be exposed in direct sunlight for 10 minutes. Keep track of this time.</li> <li>6. After exposure time is complete, students will pick up their work stations and bring them inside.</li> <li>7. For the photo process to be completed, students will need to rinse their fabric sheets in water. Fill dishpans half way with water.</li> <li>8. Students will rinse their cyanotypes for 5 minutes.</li> <li>9. Students may leave their prints to dry on the drying rack.</li> <li>10. Have students clean- up. (please see step 11 “procedure” for cleanup process.)</li> </ol>
<p><b>8</b></p>	<p>Motivation</p> <p>To start this lesson, students will watch two videos. One video titled “<i>The Cyanotype - Photographic Processes Series - Chapter 4 of 12</i>” details the history behind the cyanotype printing process. This gives a background into where the process began. Next, students will watch a video titled “<i>Cyanotype workshop! Beautiful floral blue prints.</i>” This workshop is a breakdown of the steps to treat surfaces, expose objects in the sun, rinsing chemicals, and then the completed prints that can be created. After seeing these videos, students will begin to search the Westport Historical Societies website (see link in resources) for images to be drawn onto clear</p>

	<p>transparencies. These drawings will be used to create their own prints that they will put together for the collaborative quilt commemorating the history of Westport.</p>
<b>9</b>	<p><b>Assessment of Learning</b>  This project is for art club, so the students are not graded. However, it is important for students to learn the steps of cyanotype prints for this project to work. Also, volunteers from the historical society will be coming in to teach hand stitching. Students success in their abilities to showcase an understanding in printing and stitching is important for the creation of the quilt. As this is an after-school project, students will not be given a letter grade, but students will complete a pre and post reflection (see attached documents) to answer questions about their experience with the lesson. There are intentions for this quilt to be displayed for the community to see at the town library. However, this is not finalized. If this does not occur, the piece will be displayed in the school for all students to see. I think it is important for students work to be seen by a wider audience so that they feel an appreciation for their artwork and process of collaborating to convey art ideas related to being citizens of a community. This is a topic that all students in the school share. Perhaps seeing archival images displayed may begin a dialog for students to become more interested and involved in their community.</p>
<b>10</b>	<p><b>Materials</b>  10 - 3M Highland 901 8.5 in x 11-inch Transparency Film Sheets  10 – Black Sharpies  10 – 8.5" x 11" Cyanotype White Pre-treated Cotton Sheets  10 – 12” x 12” pieces of cardboard  10 – 12” x 12” panes of glass  3 - STERILITE Dish Pans, 18 Quart (to rinse sheets in water to stop printing process)  27 quarts of water</p> <p>(the sewing and stitching element of this project is being taught and donated by the historical society. This is why I did not include the thread, needles, scissors, or steps to hand stitching.)</p>
<b>11</b>	<p><b>Procedure</b>  While students are working it is important to make sure they stay on task and are understanding all the steps. Walk around the rooms every 10 minutes to ask how students are doing and if they need any assistance.</p> <p>Cleanup procedure: For this project, allow 10 minutes for students to clean up. Each student is responsible to keep their transparency drawings in the art club drawer so that every week when they return, the drawings will not be lost. On the day of printing, students are responsible to carry their drawings, glass panes, fabric squares, and cardboard outside. Students are also responsible to return these items inside.</p>
<b>12</b>	<p><b>Accommodations</b>  It is the teacher’s legal responsibility to always follow all mandated Individualized Education Programs (IEP's) and 504's for each student within the classroom.</p> <p>For students with auditory needs, the teacher will always speak with these students individually to make sure all communication for the task at hand has been understood. The teacher will always print all the information for the students and meet with students</p>

	<p>one on one for any additional questions.</p> <p>For English language learners, the teacher will always speak with these students individually to make sure all communication for the task at hand has been understood. The teacher will always print all the information for the students and meet with students one on one for any additional questions.</p> <p>Advanced learners will be assigned to create two transparency drawings and cyanotype prints. The teacher will limit their instruction to the student(s) as they complete the second piece. This is to show that the student(s) can prove they have understood all the concepts introduced in the lesson. This added work and keeping the same deadline of all students will prepare these particular gifted learners for future artistic endeavors.</p> <p>Any other additional accommodations that help the students succeed in the lesson not yet discussed will be followed by the teacher.</p>
<b>13</b>	<p>Resource References</p> <p><i>The Cyanotype - Photographic Processes Series - Chapter 4 of 12</i>  <a href="https://www.youtube.com/watch?v=3s0hiBi5c4Y">https://www.youtube.com/watch?v=3s0hiBi5c4Y</a></p> <p><i>Cyanotype workshop! Beautiful floral blue prints.</i>  <a href="https://www.youtube.com/watch?v=ozxuEhYQq1l">https://www.youtube.com/watch?v=ozxuEhYQq1l</a></p> <p><i>Cyanotype Process</i>  <a href="https://www.chemistryandlight.eu/theory/cyanotype-process/">https://www.chemistryandlight.eu/theory/cyanotype-process/</a></p> <p><i>Cyanotype – the classic process</i>  <a href="http://www.alternativephotography.com/cyanotype-classic-process/">http://www.alternativephotography.com/cyanotype-classic-process/</a></p> <p><i>Cyanotype Pretreated Fabric Sheets</i>  <a href="https://www.jacquardproducts.com/cyanotype-pretreated-fabric-sheets.html">https://www.jacquardproducts.com/cyanotype-pretreated-fabric-sheets.html</a></p> <p><i>Westport Historical Society</i>  <a href="http://wpthistory.org/">http://wpthistory.org/</a></p>
<b>14</b>	<p>Sample Art Product</p> <p>See attached document.</p>
<b>15</b>	<p>Grading Rubric</p> <p>This project is for art club, so the students are not graded. However, it is important for students to learn the steps of cyanotype prints for this project to work. Also volunteers from the historical society will be coming in to teach hand stitching. Their success in these processes are also important for the creation of the commemorative quilt.</p>

**16** Reflection

After completion of this lesson, there were some ideas for the next partnership opportunity.

1. Students need a better organized history lesson portion of this lesson. Working with partners before the lesson and coming up with a historical reference together will help students' connections.
2. The process of cyanotype was successful as students enjoyed and most said they would do it again, but there was a bit of a disconnect to the subject. Thinking of a subject that related to visual culture may remedy this.
3. Although not part of this lesson, the eventual hand stitching was a success to about half of the group. Again, I believe more time with the process would higher student engagement.
4. Including this lesson into a normal classroom setting might also yield higher engagement because students were aware, they were not being graded.

What worked well:

1. The completed piece was a success. It all came together in the end.
2. Students enjoyed the cyanotype process. The reveal of the image was a positive experience.