Your students will be excited to explore simple printmaking in this lesson, using found objects to create richly patterned papers. They will then draw and cut out a number of their choice and give the space behind the number some contrast by adding a chalk pastel shadow.

ABOUT THE ARTIST
Jasper Johns (born 1930) is an American painter and printmaker. He is best know for his paintings of the American flag. The original idea to paint a flag came to him in a dream. He also often depicts camouflaged letters and numbers with rich, painterly backgrounds and surfaces. Johns used the same subjects over and over again to create continuous series. Johns holds the record private sale of a living artwork of a living artist at $110,000,000 in 2010.

WHAT YOU'LL NEED:
- 9” x 12” white sulphite paper (2)
- Liquid tempera paint
- Chalk pastels
- Printmaking objects: forks, marker caps, toilet paper rolls, cardboard pieces, etc.
- Oil pastel
- Scissors & glue
- Eraser

PRINTING THE PAPERS

- Place two pieces of 9” x 12” white sulphite paper on a messy mat or a surface that can be painted on.

- Gather found objects that can be used for PRINTMAKING, like plastic forks, marker caps, binder clips or toilet paper rolls.

- Set out a palette of black liquid tempera paint.

- Dip one object in the paint. PRINT on the paper by pressing the object onto the paper. OVERLAP the shapes and print all the way to the edge of the paper.

- Using only one object on each paper will help to give more CONTRAST to the final piece. If you mix and match the objects, they won’t stand out against each other as strongly.

- Choose a second object to print on the second paper and follow the same directions as the first.

- Let your papers dry completely before continuing.
DRAWING THE NUMBER

- Choose a number to draw.

- You can use the handout on page 6 to help guide you through the process.

- Draw a LIGHT pencil line near the top of your paper and a LIGHT line near the bottom of the paper. This is to ensure that your number fills your page.

- Draw your number lightly with pencil using your guide lines.

- Add some bulk to your number by adding lines on both sides of your original lines using an oil pastel in the same color as your paint.

- Use an eraser to erase the center lines in your number.

- Cut your number out along the oil pastel line.

- If you have a center cut to make, you can fold your paper over gently and make a slit through the center shape to slide your scissors in.

- **TIP**: Don’t throw away your scraps - save them for future collage projects!
PUTTING IT ALL TOGETHER

- Use a pencil to trace your number onto your background paper.
- Lift the number and set aside for a moment.
- Inside the traced number, use a black chalk pastel to color in.
- Then, use one finger to BLEND your chalk first inside the number, then follow around the edge of the number to create the SHADOW.
- Adding the shadow will help add CONTRAST to your number, which will help it stand out from the background.
- Flip your number on the back and put glue on.
- Slowly flip over your number onto your background page to glue. You can align it with the chalk pastel lines to center it.

**ALTERNATE IDEA:** You can use any color to make this project MONOCHROMATIC.
Draw a line lightly near the top of the paper. Draw another line near the bottom.

Draw your number very lightly on your paper. Make sure the top and bottom come close to the lines.

Follow the original line around the number, making it thicker and bolder on both sides. The top of the number should touch the top line and the bottom should touch the bottom line.

Number DRAWING GUIDE
National Core Arts Standards - Second Grade

JASPER JOHNS NUMBER

CREATING

VA:Cr2.1.2a - Organize and develop artistic ideas and work - Experiment with various materials and tools to explore personal interests in a work of art or design.

VA:Cr3.1.2a - Refine and complete artistic work - Discuss and reflect with peers about choices made in creating artwork.

CONNECTING

VA:CN11.1.2a - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Compare and contrast cultural uses of artwork from different times and places.

Common Core Standards

CCSS.ELA-Literacy.W.2.1
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Students address this standard when completing the artist statement worksheet (located in Teacher Aids). They are writing their opinion about the artwork they made based on how it was created and how they were inspired.

CCSS.ELA-Literacy.L.2.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

You can communicate to students that using conventions of standard English grammar when writing their answers to the artist statement worksheet should be emphasized. This is a wonderful way to help students see cross curricular connections between subjects!

CCSS.ELA-Literacy.SL.2.3
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

When you are presenting information on Jasper Johns and his artwork, you can encourage students to ask questions about his life and art.
Today I will learn about the artist JASPER JOHNS so that I CAN use his artwork for inspiration to create my own.

Today I will learn about PRINTMAKING so that I CAN print using found objects that OVERLAP and REPEAT to make a PATTERN on my paper.

Today I will learn about CONTRAST so that I CAN create a SHADOW for my number that will help it to stand out from the background.

Today I will learn about PRINTMAKING so that I CAN print using found objects that OVERLAP and REPEAT to make a PATTERN on my paper.

Today I will learn about CONTRAST so that I CAN create a SHADOW for my number that will help it to stand out from the background.
Teacher Assessment

Can the student tell me three facts about Jasper Johns?

Did the student use found objects to print patterns on their paper?

Did the student create a shadow using chalk pastel to help their number stand out from the background?

STUDENT ASSESSMENT

Time to evaluate your work! Review your project and check the box with your answer.

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<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Successful</th>
<th>Progressing</th>
<th>Needs Work</th>
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<tbody>
<tr>
<td>Did you follow all steps?</td>
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<td>Composition</td>
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<td>Were you satisfied with the end result?</td>
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<td>Craftsmanship</td>
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<td>Did you use the supplies correctly?</td>
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<td>Effort</td>
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<td>Did you do your best?</td>
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