

# LOCAL LETTERBOXING

## LESSON PLAN



2/3 Astrobot Pedro M 2014

Student Work by Pedro M. 2014



1/3 Brain Clarissa G 2014

Student Work by Clarissa G. 2014



Design a personal logo that will be made into a relief carving and used for letterboxing.

# UNIT PLAN

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Subject: Visual Arts

Grade Level(s): 11-12 (can be modified)

Duration: 7 class periods (50 minutes)

## **Learning Objectives:**

Students will design a personal logo that will be used for a relief print and used for letterboxing.

Students will explore their local environment through letterboxing.

## **Significant Concepts:**

Logos are a visual expression of an identity.

Creativity is open-ended.

The arts enable learners to become problem-solvers and risk-takers.

## **Guiding Question:**

If a picture is worth a thousand words, what would a picture say about you?

## **Assessment:**

Formative

Students will design a personal logo.

Students will create a small log book to use while letterboxing.

Groups will create a map that will lead others to their letterbox.

Summative

Students will carve their personal logo onto a 2" x 2" rubber block.

Students will make an edition of 3 prints.

# TIMELINE

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## **Day 1:**

Key Points: Analyze and evaluate historical and contemporary artwork

Objective: Students will be able to describe what letterboxing is.

Students will be able to analyze the relief prints of various artists.

## **Day 2:**

Key Points: Evaluate and justify design ideas, copyright and public domain

Objective: Students will be able to analyze the logos of various companies.

Students will be able to design their own logo.

## **Day 3 & 4:**

Key Points: Positive/negative space, line types

Objective: Students will be able to carve their logo into a rubber block.

## **Day 5:**

Key Points: Printing process, craftsmanship

Objective: Students will be able to print their rubber stamp and sign 3 prints.

## **Day 6:**

Key Points: Collaboration, cartography

Objective: Students will be able to create a map that will lead others to their letterbox.

Students will create a small book to use while letterboxing.

## **Day 7:**

Key Points: Collaboration, cartography

Objective: Students will be able to go letterboxing on their campus using the rubber stamp they created.

# PREP WORK

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## **Day 1:**

Make 1 copy of the Letterboxing Studio Log per student.

## **Day 2:**

Make 1 copy of the Logo Design handout per student (or project the handout and have students draw in their sketchbook).

## **Day 3/4:**

Materials: rubber blocks, gouges, brayer, baren, watersoluable ink, printing area

Cut one 2" square of rubber block for each student.

Cut one 3" piece of trace paper for each student.

## **Day 5:**

Cut 4" sheets of paper. At least 6 for each student.

## **Day 6:**

Materials: cardstock, drawing paper, stapler

Cut cardstock into 3" x 7" strips. 1 per student.

Cut drawing paper into 3" x 7" strips. 5 per student.

## **Day 7:**

Materials: 1 ink pad and ziplock bag per group

Photocopy a set of maps for each group.

Use the group maps to hide each groups letterbox before each class period.

# DAY 1

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## Objective:

- Students will be able to describe what letterboxing is.
- Students will be able to analyze the relief prints of various artists.

## Key Points:

- Analyze/evaluate historical and contemporary artwork

## Do Now: (5 minutes)

Brainstorm a place where you could hide a treasure on campus. Draw this place and make a diagram of how you would get there.

## Homework:

Make a list of 12 things that describe you.

(hobbies, sports, favorite food, etc.)

## Agenda:

- Teacher will explain what letterboxing is. (5 minutes)  
letterboxing.org  
Letterboxing vimeo (2 minutes) <http://vimeo.com/75774412>
- Introduction to Relief Printing (25 minutes)  
Historical Artists:  
Jose Posada  
Frans Masereel  
Paul Gauguin  
William Morris  
Albrecht Durer  
Contemporary Artists:  
Bill Fick  
Tugboat Printshop
- Teacher will preview relief printing by showing "Anatomy of a Linocut"  
<http://vimeo.com/19641694> (8 minutes)

## Exit Ticket: (5 minutes)

On the Letterboxing Studio Log:

- Students will describe and analyze the work of one of the historical artists using the elements and principles of art.

# DAY 2

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## Objective:

- Students will be able to analyze the logos of various companies
- Students will be able to design their own logo.

## Key Points:

- Evaluate and justify design idea
- Color psychology
- Copyright vs. public domain

## Do Now: (3 minutes)

Students will silently identify as many logos as they can.

## Homework:

Finalize the sketch of your logo.

## Agenda:

- Teacher will facilitate discussion of Do Now. (10 minutes)
  - What is it about these logos that makes it easy for us to remember them?
  - What characteristics do these logos have in common?
  - How do the colors chosen reflect the product?
  - Do specific colors affect the perception of the viewer?
- Teacher will clarify the difference between copyright and public domain. (3 minutes)
- Students will use the Logo Design handout to create thumbnail sketches of personal logo. (20 minutes)
- Students will give each other feedback on their logo.

## Exit Ticket: (5 minutes)

On the Letterboxing Studio Log:

- Students will write two sentences differentiating copyright from public domain.
- Students will receive a stamp if they completed the thumbnail sketches.

# DAY 3

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## Objective:

- Students will be able to transfer their image and begin carving their 2" block.

## Key Points:

- Positive/negative space
- Line types

## Do Now: (3 minutes)

Students will use a pencil to trace their logo onto a piece of trace paper.

## Homework:

## Agenda:

- Teacher will go over the different relief printing tools and safety procedures for: gouges, brayer, baren. Teacher will demonstrate the appropriate way to carve their block. (10 minutes)
- Students will watch a video by Linocutboy. (5 minutes)  
<http://vimeo.com/56255143>
- Teacher will demo how to transfer a drawing onto a piece of rubber using a pencil and trace paper. (2 minutes)
- Students will then transfer their image that they traced during the Do Now onto their rubber block. (5 minutes)
- Students will begin carving their block. (20 minutes)

## Exit Ticket: (5 minutes)

On the Letterboxing Studio Log:

- Students will stamp an image of their rubber block in its current state.
- Students will write a reflection on the carving process and their progress.

# DAY 4

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## Objective:

- Students will be able to finish carving their 2 inch block.

## Key Points:

- Positive/negative space
- Line types

## Do Now: (3 minutes)

Students will identify the various printmaking tools.

## Homework:

Finalize the sketch of your logo.

## Agenda:

- Teacher will review relief carving techniques and safety procedures. (3 minutes)
- Students will finish carving their block (30 minutes)  
Teacher will monitor students as they are carving their blocks.

## Exit Ticket: (5 minutes)

On the Letterboxing Studio Log:

- Students will stamp their finished rubber block.
- Students will write a reflection on their finished rubber block.



# DAY 5

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## Objective:

- Students will be able to practice printing their rubber block.
- Students will create an edition of 3 prints.

## Key Points:

- Printing process
- Craftsmanship

## Do Now: (3 minutes)

Students will brainstorm a title for their rubber block.

## Homework:

## Agenda:

- Teacher will demo how to print the rubber block using watersoluble ink, a brayer, baren, and a 4" piece of paper. (5 minutes)
- Students will practice printing their rubber block (20 minutes)
- Students will clean up their area. (5 minutes)
- Teacher will show examples of acceptable prints. (2 minutes)  
Prints must be clean, free of smudges, centered and have room to be signed. Prints must have an even amount of ink.
- Teacher will show students how to properly sign their edition of 3 (3 minutes)
- Students will sign their edition of 3 prints. (5 minutes)

## Exit Ticket: (5 minutes)

On the Letterboxing Studio Log:

- Students will tape down one of their prints.
- Students will write a reflection evaluating their print.

# DAY 6

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## Objective:

- Students will be able to create a map that will lead others to their letterbox.
- Students will create a small book to use while letterboxing.

## Key Points:

- Collaboration
- Cartography

## Do Now: (3 minutes)

Students will be assigned to groups of 3 and come up with a team name.

## Homework:

## Agenda:

- Teacher will show examples of different types of maps. (5 minutes)  
Map types: road, subway, hand drawn, written directions
- Teacher will explain the expectations for creating a map. (2 minutes)
- In groups of 3, students will decide where to hide their letterbox. Students may look for areas around campus if they are supervised. Each group must produce a map that will lead their classmates to their letterbox. (25 minutes)
- Teacher will show students how to fold paper and bind it into a small book (5 minutes)
- Students will make their own book and stamp their rubber block on the cover. (5 minutes)

## Exit Ticket: (5 minutes)

On the Letterboxing Studio Log:

- Students will

# DAY 7

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## Objective:

- Students will be able to go letterboxing on their campus using the rubber block and book they created.

## Key Points:

- Collaboration
- Cartography

## Do Now: (3 minutes)

Students will be assigned to groups of 3 and come up with a team name.

## Homework:

## Agenda:

- Teacher will review the expectations for the letterboxing activity. (3 minutes)
- Students must gather their supplies to begin the activity. Each group needs their books, rubber blocks, an ink pad, a set of maps, and a hall pass. (2 minutes)
- Students will split up into their groups and go letterboxing. (35 minutes)  
Students must try and find as many of the hidden letterboxes.  
A student in each group will be assigned to keep track of time and ensure that the group returns to class 10 minutes before the period is over.

## Exit Ticket: (5 minutes)

On the Letterboxing Studio Log:

- Students will reflect on the letterboxing activity.

NAME: \_\_\_\_\_

PERIOD: \_\_\_\_\_

# LOCAL LETTERBOXING

## STUDIO RUBRIC

Criteria		0-5	10	15	20
<b>Technical Competence</b> Evidence: Completed relief block and prints	Transfer	Design was not Transferred.	Design is not Recognizable.	Design is off center or too big/small for the linoleum.	Design is properly Transferred to the Linoleum.
	Carving	Carving is incomplete.	Carving is not neat and positive and negative space is not clearly defined.	Carved is neat with attention to detail <i>or</i> it is carved at proper depth. Positive and negative space is clearly defined.	Carving is neat with attention to detail. Block is carved at proper depth. Positive and negative space is clearly defined.
	Condition of prints	Entire edition is tattered, bent, or has smudges.	2 out of 3 prints are tattered, bent, or have smudges.	1 out of 3 prints are tattered, bent, or have smudges.	Entire edition is not tattered, bent, or has smudges.
	Quality of prints	Entire edition is not evenly printed.	2 out of 3 prints are not evenly printed.	1 out of 3 prints is not evenly printed.	Entire edition is clear and evenly inked.
	Signed prints: Edition #, Title, Signature	Entire edition is not properly signed.	2 out of 3 prints are not properly signed.	1 out of 3 prints are not properly signed.	Entire edition is properly signed.
<b>Conceptual Qualities</b> Evidence: Completed edition of 3 prints and oral presentation of work.	Composition	Line types were not considered.	Limited use of line types	Some line types were considered.	Has a variety of line types.
	Positive/Negative Space	Does not have a balance of positive and negative space.			Has a balance of positive and negative space.
	Personal Engagement and Reflection	Work is incomplete and does not demonstrate student engagement. Student is infrequently productive and completes few tasks with a positive attitude.	Student demonstrates minimal personal engagement. Student uses class time minimally to develop his/her artistic skills. Student is occasionally productive and completes some tasks with a positive attitude.	Student demonstrates adequate personal engagement. Student uses class time adequately to develop his/her artistic skills. Student is productive, focused, and completes tasks with a positive attitude most of the time.	Student demonstrates effective personal engagement. Student always uses class time effectively to fully develop his/her artistic skills. Student is constantly productive, focused, and completes all tasks with a positive attitude.

NAME: \_\_\_\_\_

PERIOD: \_\_\_\_\_

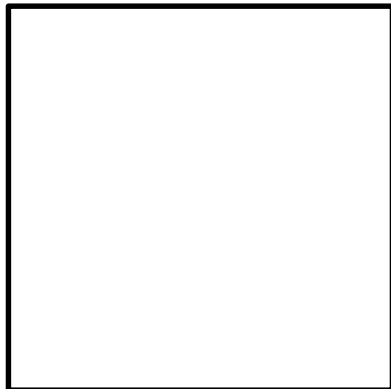
# LOCAL LETTERBOXING

## PERSONAL LOGO DESIGN

Copy the list of 12 things that describe you:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Using the list above make at least 3 thumbnail sketches for your personal logo. Annotate the sketches.



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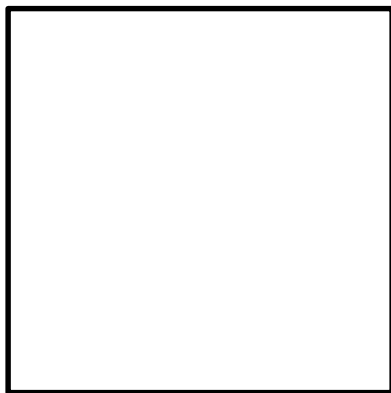
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### Sketch #1 checklist:

- Logo is original
- Logo can be carved using relief printing tools
- Logo has characteristics of previous logos discussed
- Logo has various line types
- Logo has a balance of positive/negative space



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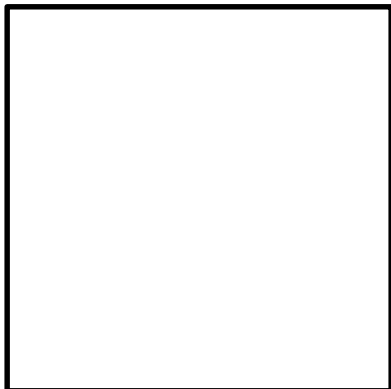
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### Sketch #2 checklist:

- Logo is original
- Logo can be carved using relief printing tools
- Logo has characteristics of previous logos discussed
- Logo has various line types
- Logo has a balance of positive/negative space



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### Sketch #3 checklist:

- Logo is original
- Logo can be carved using relief printing tools
- Logo has characteristics of previous logos discussed
- Logo has various line types
- Logo has a balance of positive/negative space

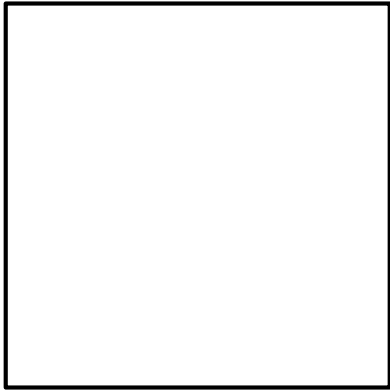
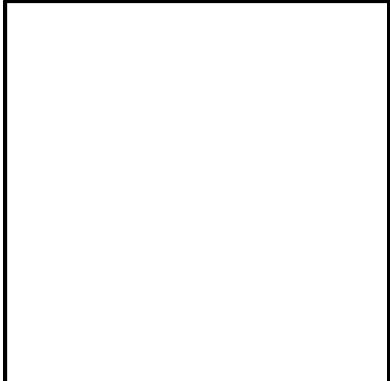
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PERIOD: \_\_\_\_\_

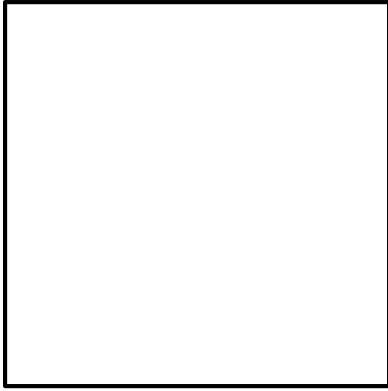
# LOCAL LETTERBOXING

## STUDIO PRODUCTION LOG

EXIT SLIP: Write a brief reflection (3+ sentences) What did you learn today? What discoveries did you make? What changes will you make tomorrow?

Date: _____ _____ _____ _____ _____	Teacher comments/ stamp of approval
Date: _____ draw your final idea in the box  _____ _____ _____ _____ _____ _____ _____ _____	Teacher comments/ stamp of approval
Date: _____ stamp your block in the box  _____ _____ _____ _____ _____ _____ _____ _____	Teacher comments/ stamp of approval

Date: \_\_\_\_\_  
stamp your block in the box



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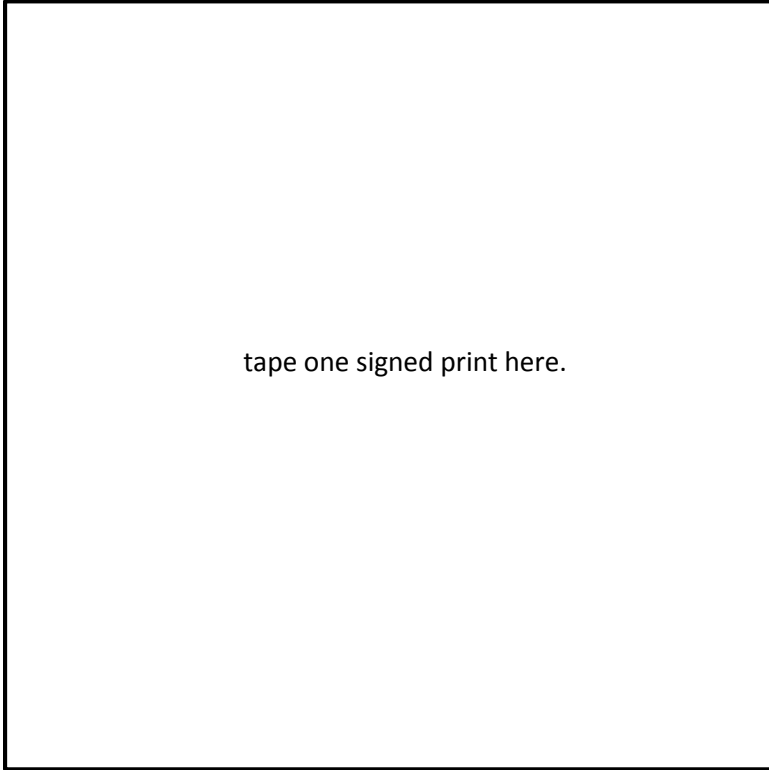
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Teacher comments/  
stamp of approval

Date: \_\_\_\_\_  
stamp your block in the box



tape one signed print here.

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Teacher comments/  
stamp of approval

Date: \_\_\_\_\_

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Date: \_\_\_\_\_

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