



materials for the arts

## English/Art: Foam Stamps for Thematic Posters

**TEACHER:** Vernice Dorsett

**STANDARDIZED H.S:** Class: 412

**PARAPROFESSIONAL:** Mr. Carlton Allen

**COURSE:** English/Art

**FOCUS:** How to create mountings options to create a stamp

**GOAL:** [SW] Create stamp to make Anti-Bullying Posters and complete Anti-Bullying activities.

### ESSENTIAL QUESTIONS:

1. How can we know when others are having problems?
2. Can Art interpret solutions to problems?
3. What should a thematic poster look like?

**AIM:** How Do We Create Art using Foam Mats?

### OBJECTIVES:

Using foam rubber mats to carve slogans and foam carved pictures using clipart.

**SWBT:** Read, comprehend, and identify anti-bullying strategies creating stamps using foam mat and foam carved pictures for posters

**EXPECTED STUDENT OUTCOME:** Participation using foam rubber to create stamps and carved pictures.

**ASSESSMENT:** Completed graphic organizer.

### SKILLS: [SWBT]

Gather, analyze information, create thematic poster to advertise anti-bullying.

**CCLS:** RH. 9-10.1; W. 9-10.10; S/L

**The Arts: Standard 2**

**Domain 3C:** Engaging Students in Learning

**Domain 1B:** Demonstrating Knowledge of Students

**Blue Print Strands:** 1 art making, 2 literacy in the visual arts, 3 making connections, and 5 careers and lifelong learning.

**Common Core Learning Standard:**

**SL.9-10.4:** Presentation of Knowledge and Ideas, Comprehension and Collaboration.

**RL.9-10.7** – Integration of knowledge and ideas

**WHST.9-10.7** – Use technology including internet, to produce, publish and update-individual or shared writing products, taking advantage of technology's capacity.

**MATERIALS:** Acrylic paints, foam mats, 4x4 wooden blocks, pencil, oak tag, paintbrush, water, palette, tacky glue.  
Internet access

**MINI-LESSON:** [TW] Introduce vocabulary words: foam stamps,

### MOTIVATION: [TW]

Anti-bullying lesson and end project

View YouTube.com: [Mounting Options](#)



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### Whole Group Activity

**SWBAT:** Re-view Brainpop and complete activities.

TW: Elicit participation to identify different types of bullying in each reading.

**SWBAT:** Review video on Bullying/Cyber Bullying. Create list on the effects of bullying

4) Demonstrate and give instructions on the creation of a foam stamp to be used for their poster, use Internet to research clipart to create stamps.

**EXPECTED STUDENT OUTCOME:** Participation complete graphic organizer.

**ASSESSMENT:** Complete graphic organizers, accurate response to questions.

### Tiered Grouping for Differentiated Activity

#### Group B: Minimal Support:

**SWBAT:** Select pictures/words to advertise anti-bullying by creating stamps, use brush to paint foam, stamp oak tag to create thematic posters.

**Chaneel:** Use verbal cues to help focus.

**Skylynn:** Use verbal cues to help express anger with non-aggressive words.

**Destiny:** Give open-ended questions for appropriate answers.

#### Group C: Intermittent Support

**SWBAT:** Select pictures/words to advertise anti-bullying by creating stamps, use brush to paint foam, stamp oak tag to create thematic posters.

**Xena:** Encourage participation following directions

**Nereida:** Re-read, ask questions, and complete G.O.

**Latrisha:** Read, ask 5 W's/H questions.

#### Group D: On-going Support and Prompting:

**SWBAT:** Select pictures/words to advertise anti-bullying by creating stamps, use brush to paint foam, stamp oak tag to create thematic posters.

**Raymond:** Identify main idea, when needed give a scribe.

**STUDENTS' ACTIVITY [truant student/new admit]** will be given instructions and demonstration on stamp mounting options.

**EXPECTED STUDENT OUTCOME:** Complete activity in their group

**ASSESSMENT:** following instructions, full participation thematic finished poster.

**EXTENSION WORK: [SWBT]:** Write how the parents, schools and students can create an Anti-Bullying environment.

**EXPECTED STUDENT OUTCOME: [SWB]** Share

**ASSESSMENT:** Relevant information

**PARAPROFESSIONAL:** Will assist Group B, C, or D as directed. Para may prompt students to reposition.

**CULMINATING ACTIVITY:** Share and display on Bulletin Boards. FINAL