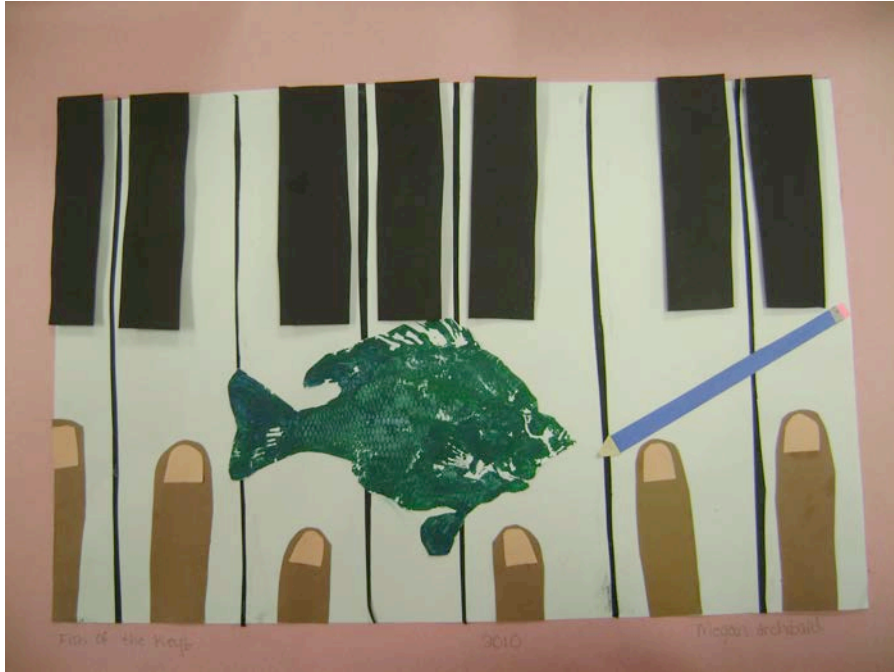


A fish from another point of view



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Supplies: rubber printing fish Gyotaku, (gee-oh-TAH-koo)

Elmer's glue

Scissors

Various colors of construction paper or scrap paper

Tempera paint

Brushes

12 X 18 construction paper

Objectives: The student will:

Show their knowledge of Analogous colors

Successfully print using a Gyotaku fish

Use different paper sculpture techniques

Create a still life from a birds eye view

Directions:

- Begin by discussing color mixing and blending and how that can be applied to our fish prints.
- Discuss the process of printing and using the Gyotaku fish.
- Discuss Analogous colors and have students choose colors they will use.

- Students begin printing, be sure to remind them to rub every area of the fishes body in order to get a successful print. I usually have them print 4-5 fish more if necessary. They must bring each print to me so we can discuss areas of improvement.
- Discuss viewing objects from different points of view (i.e. Worms and Birds eye view)
- Brain storm where a fish could be if it wasn't in water? What would the fish and the area around the fish look like if we were observing it from a birds eye view? (Above)
- Students will create a sketch showing their fish from this point of view. They need to add details to objects and think about what textures there will be and how they could possibly add them to their design.
- Demonstrate how to create objects and show texture by using various paper folding and cutting techniques. How can they apply these techniques to create their fish design?
- Have students choose a 12 X 18 piece of construction paper with an appropriate color for their background. Begin from the back and work their way forward using only paper. NO DRAWING to create detail on the project. Details must all be made with paper, including texture. Remember to remind them that they can show depth by simply overlapping objects. The last item to be attached is usually the fish.
- You will have to keep reminding them that they are standing over the fish and looking at it. Not observing the fish from the side. This can be a hard concept for them to understand, sometimes I will take the rubber fish and put it on the ground this seems to help them understand.

Possible GLE's addressed:

5th Grade: PP 3.A., EP 1.C., EP 2.F.

6th Grade: PP 1.D.,

Fish from another point of view

Name: _____ Class: _____

List 5 places a Fish could be if it was out of water.

1.
2.
3.
4.
5.

List 3 different **time periods** that a Fish could be in *NO Dates (2001)*

Example: Ancient Rome

1.
2.
3.

List 3 different **countries** that a Fish could be in. You may **not** use the United States. Example: Mexico, Italy

1.
2.
3.

Choose 1 of your ideas from above.

1.

Final

Choice: _____

Imagine you are looking at this fish from a birds eye view (above like a map) what would it be sitting on?

1.

What items would be around it? REMEMBER: You should be able to hold the item in your hand.

1.

2.

3.

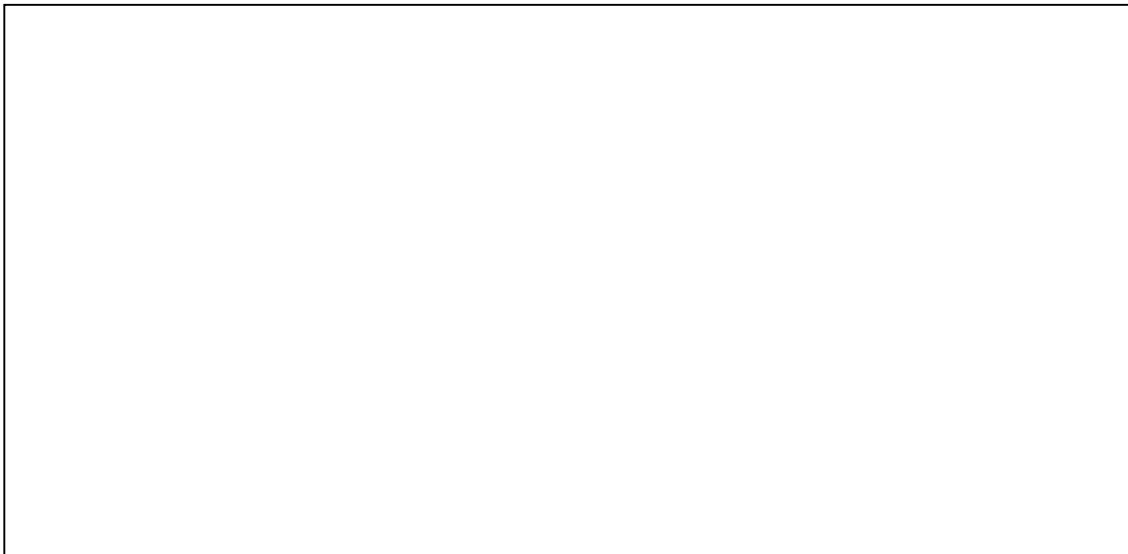
Draw a sketch of what your fish, the background and all of the items around it would look like.

1. Start drawing the background

2. Draw your fish

3. Draw 3 of the items that will tell the story of where your fish is at.

REMEMBER: draw the objects from a **BIRDS EYE VIEW** and you should be able to hold the items in your hand.



Color of background paper:

A fish from another point of view

Excellent

Good

Getting

Needs

			by	improvement
Printmaking: There are no fingerprints, smudges or double printing. Their wasn't too much or to little paint Print shows detail and texture of fish.	10	9,8,7,	6,5,4,	3,2,1
More than one color was used and colors were well coordinated. (Analogous colors)	5	4	3	2 ,1,0
All of the fish was printed.	10	9,8,7,	6,5,4,	3,2,1
Student arranged the fish in design so you are looking down on the fish. (birds eye view)	10	9,8,7,	6,5,4,	3,2,1
All of the design was created out of paper only.	10	9,8,7,	6,5,4,	3,2,1
Artist neatly created a recognizable background	10	9,8,7,	6,5,4,	3,2,1
Artist used one or more paper sculpture technique	10	9,8,7,	6,5,4,	3,2,1
Artist created 3 or more objects to lay beside fish	10	9,8,7,	6,5,4,	3,2,1
First object has been neatly constructed, shows detail and is in proportion	10	9,8,7,	6,5,4,	3,2,1
Second object has been neatly constructed, shows detail and is in proportion	10	9,8,7,	6,5,4,	3,2,1
Third object has been neatly constructed, shows detail and is in proportion	10	9,8,7,	6,5,4,	3,2,1
Artist used more than one color of paper to create objects.	10	9,8,7,	6,5,4,	3,2,1
Artist overlapped objects to show depth.	5	4	3	2 ,1,0
All pieces were neatly cut out with smooth crisp edges	10	9,8,7,	6,5,4,	3,2,1
All pencil marks are erased.	5	4	3	2 ,1,0
No glue showing. All pieces are securely and neatly attached	5	4	3	2 ,1,0
Project was mounted straight and even.	10	9,8,7,	6,5,4,	3,2,1
All register marks are erased	5	4	3	2 ,1,0
First and Last Name were neatly written on the right hand side of the paper in a strait line with a white colored pencil and the title is on the left in a strait line with a white colored pencil.	10	9,8,7,	6,5,4,	3,2,1
Project was completed by the dead line and was turned in to the appropriate place.	5	4	3	2 ,1,0

Total: _____ / 170

points