



# Ink Me Up!

## Designing Temporary Tattoos



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|                    |                            |                 |           |
|--------------------|----------------------------|-----------------|-----------|
| <b>Grade Level</b> | 10th – Undergraduate Grade | <b>Duration</b> | 5 periods |
| <b>Subject</b>     | Visual Arts                |                 |           |
| <b>Course</b>      | Visual Arts                |                 |           |

### Essential Question

Are tattoos an art medium?

### Summary

After watching an ICAP video with a tattoo artist, students explore the history of tattooing and weigh in on the debate: “Are tattoos art?” Following this, students learn about the history of temporary tattoos, and they design their own temporary tattoos and print them. Finally, students do a Gallery Walk offering positive critiques on others' works and voting for their favorite design for fun.

### Snapshot

#### Engage

Students watch an ICAP interview with a tattoo artist, learn how college art classes trained them, and then discuss the Point of Most Significance.

#### Explore

Students use the Jigsaw strategy to collectively read an article on the debate surrounding tattoos as art and form Agreement Circles on where they fall on the debate.

#### Explain

Students explore the history of temporary tattoos, their original uses and the technology behind them.

#### Extend

Students design their own temporary tattoos and print them on functional temporary tattoo paper.

#### Evaluate

Students conduct a Gallery Walk where they examine the work of their peers and leave sticky notes of positive critique.

## Standards

*Oklahoma Academic Standards (Fine Arts: Visual Art (High School: Proficient (I)))*

**CHP:** Cultural and Historical Perspectives (CHP)

**VA.CHP.1 :** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**I.VA.CHP.1.1 :** Describe how knowledge of cultures, traditions, and history may influence personal responses to art.

**I.VA.CHP.1.2 :** Describe how an artist or culture uses media (materials) to identify social, cultural, or political beliefs and actions.

## Attachments

- [Flash Design—Ink Me Up.docx](#)
- [Flash Design—Ink Me Up.pdf](#)
- [History of Temporary Tattoos—Ink Me Up.docx](#)
- [History of Temporary Tattoos—Ink Me Up.pdf](#)
- [Lesson Slides—Ink Me Up.pptx](#)
- [Note Catcher—Ink Me Up.docx](#)
- [Note Catcher—Ink Me Up.pdf](#)
- [Tattoos As Art- Essay on History of Tattooing—Ink Me Up.docx](#)
- [Tattoos As Art- Essay on History of Tattooing—Ink Me Up.pdf](#)

## Materials

- Lesson Slides (attached)
- Tattoos as Art handout (attached)
- History of Temporary Tattoos handout (attached)
- Note Catcher (attached)
- Flash Design handout (attached)
- 3 packages of [Temporary Tattoo Paper](#)
- Color printer
- Digital art software like Sketchbook
- Chromebooks or other internet connected devices
- Styli for digital drawing
- Double-sided tape (or other temporary adhesive for artwork)
- Sticky notes
- Pencils

15 minutes

## Engage

### Teacher's Note: Please read before using this lesson!

This lesson examines real tattoos in addition to the temporary tattoo activity. In the full lesson, students will listen to a tattoo artist discuss their career and how art school assisted with their current job. Additionally, students will read an original academic article that discusses the argument on whether or not tattoos are art. The video was created explicitly for this lesson, and the article has been written with high school juniors and seniors in mind. Having said that, you know your students and the parents of your school. Please review the lesson *thoroughly* before teaching.

Distribute a sticky note to each student. Display **slides 2–4** from the attached **Lesson Slides**. Introduce students to the topic and essential questions. Display **slide 5** and play the video featuring the ICAP interview, "[Ink Me Up.](#)"

### Embedded video

<https://youtube.com/watch?v=2QHk3hmJQU0>

Display **slide 6**. Introduce students to the [Point of Most Significance \(POMS\)](#) strategy. Ask them to write what the "POMS" of the video was on their sticky note. After they have finished, ask a few students to share their answers with the class.

30 minutes

## Explore

Display **slide 7**. Break students into groups of five and give each student in the group a different page from the attached **Tattoos as Art** handout. Using the [Jigsaw](#) strategy, have each student read their page, and then share what they read with the rest of the group. Ask a few questions to confirm that the groups negotiated a true understanding of the material.

### Teacher's Note: Possible Discussion Questions for Jigsaw

What were some big takeaways from the Jigsaw activity? Did your perspective on tattoos change after hearing what your classmates read? How does your personal experience with the subject resonate with the reading?

Display **slide 8**. Introduce students to the [Agreement Circles](#) strategy. Ask students the question, "Are tattoos art?" Count backwards from ten, and if students agree, they will step into the circle. If they do not agree, they will remain in place. Break students into groups that are representative of the ratio of agree and disagree responses. Allow students to discuss their sides and then repeat the activity to see if any opinions have changed.

End Day 1 of the instruction.

15 minutes

## Explain

At the start of the second day, distribute the attached **History of Temporary Tattoos** handout and the associated **Note Catcher**. Display **slide 9**. Ask students to move through the article and answer the questions on the note catcher as they progress. Select a few students to share their answers with the class to help negotiate a shared understanding.

140 minutes

## Extend

Display **slide 10**. Using the attached **Flash Design** handout outline, students should plan a flash design that they would like to turn into a temporary tattoo. Have them complete the initial plan and turn it in before the end of Day 2.

### Teacher's Note: Krita

This next activity is designed to be completed in the web app "Krita." If you use a different program like Photoshop, GIMP, or Sketchbook, feel free to use those instead, but just be aware that some of the digital tools might be located in different places. See the [Krita tech tool card](#) on K20 LEARN for further instructions.

When the students have finished planning, display **slide 11** and instruct them to open Krita on their devices. Allow them multiple days to refine their designs. When they have finished, have them export a PNG file and share it with you via your preferred method, such as email or Google Drive.

End Day 4 of instruction here.

20 minutes

## Evaluate

### Teacher's Note: Preparation

Before this final activity, make sure that students have submitted their finalized PNG file to you so you can print the designs on the temporary tattoo paper outside of class time.

At the start of class, give each student a sticky note. Have them gather their finalized piece and attach it to the wall using double-sided taped. Display **slide 12** and explain the [Gallery Walk](#) strategy. Have each student move from piece to piece leaving a sticky note with a piece of positive critique as they move around the room. At the end of class, allow the students to take their temporary tattoo with them for their own personal use.

## Resources

- K20 Center. (n.d.). Agreement Circles. Strategies. <https://learn.k20center.ou.edu/strategy/157>
- K20 Center. (n.d.). Gallery Walk / Carousel. Strategies. <https://learn.k20center.ou.edu/strategy/118>
- K20 Center. (n.d.). ICAP video. Jennifer Feezel. [Video]. YouTube. <https://youtu.be/2QHk3hmJQU0>
- K20 Center. (n.d.). POMS: Point of Most Significance. Strategies. <https://learn.k20center.ou.edu/strategy/101>
- Panucci, R. (n.d.). Skin Deep: A superficial history of tattoos and trading cards. Beckett Collectibles. <https://www.beckett.com/news/skin-deep-a-superficial-history-of-tattoos-and-trading-cards/>