

Quotes through Print

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Grade Level: 9-12 (Art 1)

Time Span: 2 weeks

Essential Question: How can printmaking be used as a means of communication?

Guiding Questions: What is the history of printmaking? How can a quote be transferred into an image? How can visual imagery illustrate written words? How can words be incorporated into an image? What is a relief print? What is a monoprint? How can gelatin be used as a surface for printmaking?

Objective: Students will learn a brief history of printmaking and understand the difference between a relief and monoprint. Students will research a famous quote to illustrate through several printmaking methods. Students will create a relief print illustrating their quote using an Easy Cut block. Students will create a monoprint that incorporates their relief print and at least one word from their chosen quote.



Vocabulary: Print, Relief Print, Monotype/Monoprint, Linotype, Gelatin Print, Brayer, Plate, Edition, Gouge

Materials:

- Books of quotations from the library
- Easy Cut linotype material
- Linoleum carving tools (gouges)
- Bench hooks/inking plates
- Water soluble block printing ink in various colors
- Brayers
- Paper to print onto
- Gelatin sheets
- Various materials to use on gelatin plate
 - Crumpled paper
 - Saran wrap
 - Leaves/feathers
 - Cut paper stencils

Resources:

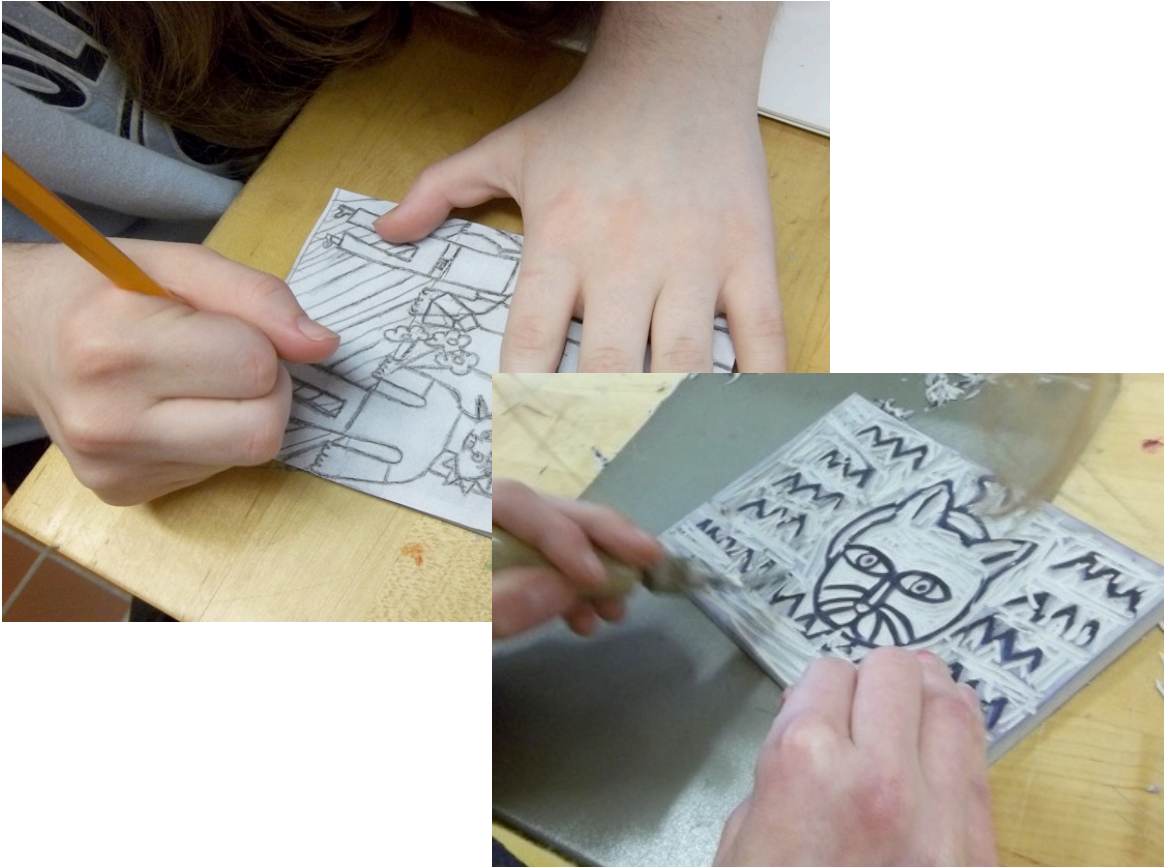
Printmaking vocabulary sheet:

<http://www.columbus.k12.nc.us/echsart/PRINTMAKING%20TERMS.pdf>

Performance Tasks:

Introduction: the instructor tells students that they will be starting a small unit on printmaking. The instructor explains that printmaking is most often used as a means of communication. The instructor gives a Power Point presentation on the history of printmaking explaining the basis and criteria for the project and details the definitions of a linotype, relief print, monotype, and gelatin print.

The instructor explains that students will first choose a school appropriate quote that speaks to them. They will then choose a word or several words from the quote to incorporate into one or both of their prints. The instructor goes over printmaking vocabulary, and then gives a demonstration on how to carve an Easy Cut block. The instructor shows how to use a bench hook and how to use a gouge safely (by carving away from themselves), and emphasizes that the Easy Cut block will work with shallow cuts, so students should not be carving down very deep. The incentive of being able to carve both sides if cuts are shallow is mentioned. The instructor reminds students that they will be carving an image that reflects ideas, themes, and/or the tone of the quote. Students are asked to complete several sketches of their ideas before they can begin carving.



A quick demonstration is given showing how the carved lines do not print, while the remaining material does, and how the print is the reverse of the image on the block, so all words should be written in reverse. Students begin sketching, and

then carving their Easy Cut block. They have three days to finish their block before the printing demonstration.

Printing: The instructor goes over printmaking craft: hands and brayers need to be clean, paper needs to be ready, and ink needs to be ready to use and not filled with any dried bits. The instructor demonstrates how to prepare an inking plate, how the surface should be smooth and clean, how the ink is applied in a small line, and how to roll the brayer back and forth in different directions until the sticky sounds becomes very frequent. Then the instructor shows how to ink up the Easy Cut block to make a linotype by rolling the brayer over it in all different directions, and how to carefully lay a piece of paper on top to print. The instructor shows how to apply a slight amount of pressure with a barren or the palm of a hand. Students are expected to pull at least one clean print that will be part of their final display. Students are taught about what an edition and an artist proof are, and how to professionally label their prints.



Gelatin printing: The instructor explains that this is a relatively new printing technique used to create monoprints. The instructor asks the students if they remember what monoprint means- that it is a printmaking method, which

produces only one print that cannot be duplicated. The instructor explains that other plates used for monotypes are glass, metal, or even Styrofoam or vinyl. The instructor explains the benefit of printing on gelatin in that it is a cheap natural material, and that it is soft, so prints don't need to be run through a press. The instructor demonstrates how to work the plate with additive and subtractive methods. The instructor also demonstrates several special techniques such as using cut paper stencils and different materials to achieve different textures. Students are reminded how to use the brayer on the inking plate and the printing plate. Students are asked to incorporate their relief print into their monotype—either by stamping it onto the gelatin or by layering the print under or over the monotype. Students are reminded again to make sure their prints reflect the imagery, themes, and or emotion present in their quote.

Students are paired up for printing on gelatin, and can begin printing once they are finished carving their Easy Cut block. After student have pulled at least one relief print, and one monoprint they will be asked to type up their quote to print for display.

Clean Up: When carving the Easy Cut blocks, students begin cleaning up 5 minutes before the end of class. All rubber scraps are swept up and thrown away. Gouge tools are counted and returned to the instructor. Easy Cut blocks are stored on the class shelf. When printing, students begin cleaning up 10 minutes before the end of class. All brayers and plates are thoroughly washed in the sink, gelatin is carefully wiped clean, wrapped in plastic wrap, and placed in the refrigerator for the next class.

Modifications: Advanced students can be required to carve both sides of their Easy Cut block, one side with a pattern, and one side with an image. The pattern side can be tiled and incorporated into a monotype. Students who cannot use

gouge tools can create a relief print using Styrofoam that can be scratched into using a pencil.

Assessments: Students will be given a detailed rubric at the beginning of the lesson, and a self-assessment rubric after they complete the assignment.

Maine Learning Results:

A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A2 Elements of Art and Principles of Design

Students evaluate all the features of *composition*.

- a. Evaluate *Elements of Art*: color, form, line, shape, space, texture, and value.
- b. Evaluate *Principles of Design* including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

A3. Media, Tools, Techniques, and Processes:

Students compare the effects of *media* and their associated *tools, techniques, and processes*, using *elements, principles*, and expressive qualities in *art forms and genres*.

B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1 Media Skills:

Students choose multiple suitable *media, tools, techniques, and processes* to create a variety of original art works.

B2 Composition Skills:

Students use *Elements of Art* and *Principles of Design* to create original art works that demonstrate development of personal style in a variety of *media* and visual *art forms*.

B3 Making Meaning:

Students create a body of original art work.

- a. Demonstrate sophisticated use of *media, tools, techniques, and processes*.
- b. Demonstrate knowledge of visual art concepts.
- c. Communicate a variety of ideas, feelings, and meanings.

C. Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

C1 Application of Creative Process:

Students apply and analyze *creative problem-solving* and creative-thinking skills to improve or vary their own work and/or the work of others.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E2 The Arts and Other Disciplines:

Students analyze skills and concepts that are similar across disciplines.