

#### Objectives

1. Students draw upon their own cultural identities for subject matter in their art.
2. Students make a printing plate and produce clear prints with it.
3. Students experiment with bright and muted color options for their artwork.

#### Arizona Visual Arts Standards

CREATE: Materials, Tools and Techniques: PO 101, 20 & 301: Identify and experiment with materials, tools and techniques (appropriately and expressively) in his or her own artwork.

CREATE: Elements and Principles: PO 201 and 301: Identify, select and use elements and principles to organize the composition in his or her own artwork.

CREATE: Meanings or Purposes: PO 101: Select and use subject matter and/or symbols in his or her own artwork.

CREATE: Meanings or Purposes: PO 201: Explain purposeful use of subject matter, symbols and/ or themes in his or her own artwork.

#### Preparation

Preview Introduction to Printmaking PowerPoint, Bright and Muted Colors PowerPoint and Step-By-Step Printmaking PowerPoint.

Choose the printmaking process that will work best for your students. The detailed PowerPoint instructions in this lesson use Styrofoam food trays, colored construction paper and tempera paint for ink. With older students, you might choose to make linocuts, which require other supplies and equipment, such as linoleum blocks, linoleum cutters, water-based printing ink, brayers and perhaps, alternative paper choices. See “detailed procedures” at the end of this lesson. Try the process yourself before teaching the lesson.

#### Resources

[Introduction to Printmaking PowerPoint](#)

[Bright and Muted Colors PowerPoint](#)

[Step-By-Step Printmaking PowerPoint](#)

OPTIONAL: [Mixing It Up Exhibition Preview PowerPoint](#)

#### Supplies

pencils  
scrap paper  
scissors  
craft foam  
styrofoam food trays  
non-water-based glue (such as “Tacky Glue”)

sticks for spreading glue  
assorted colors of tempera paint or water-based  
printing ink  
brayers  
9-inch x 10-inch acrylic sheets for palettes  
newspaper

## Activities

Review: Theme in life: “Every culture builds its identity from shared activities, beliefs and values” and review the theme in art: “Artworks can help us understand the activities, beliefs and values of our own and others’ cultures.” Also review the unit’s three key questions:

- Why do artists choose to use bright and muted colors in their work?
- Why do artists sometimes choose printmaking when they want to expose their ideas to more people?
- What activities, beliefs and values from their own cultures do artists sometimes show in their art?

Definitions with Examples: Display slides 1-10 of “Introduction to Printmaking” PowerPoint to introduce four printmaking processes:

- Etching
- Woodcut
- Lithograph
- Silkscreen (serigraph)

Explain that students will be making a Styrofoam print, most similar in process to a woodcut, where the raised surface will be covered with ink and printed.

Display the last slide of “Introduction to Printmaking” PowerPoint, asking students to think about the question: “Why do you suppose some artists choose the complex process of printmaking when they want to communicate their ideas or feelings to many people?”

Compare the number of steps needed to make prints with the steps involved in other media, such as drawing, painting or collage.

You may wish to display the “Mixing It Up Exhibition Preview” PowerPoint noting how many of Mexican American artists in the exhibition chose printmaking.

If necessary, remind students that an artist can make more than one artwork through printmaking, but that drawing, painting or collage results in just one artwork. You might also discuss an economic advantage of printmaking. An artist can sell prints to several buyers at a lower price and make as much money as selling one painting, drawing or collage to one buyer at a high price. More people can afford to buy prints at their lower prices than can afford to buy other, more expensive artworks.

Explain that a set of prints made from one printing surface (plate, block, stone or screen) is called an edition. NOTE: in the case of multicolor prints, there are as many plates, blocks, stones or screens as there are different ink colors.

Presentation and Guided Practice: Display “Bright and Muted Colors” PowerPoint. Ask students to point out examples of bright and muted colors (not black and white) around the classroom and in their own clothes, notebooks, book bags, etc. You might show the “Mixing It Up Exhibition Preview” PowerPoint again, while students identify bright and muted colors and reflect on how the artist’s choice of color affects the overall feeling or mood of the artwork. Which colors seem more serious? Fun? Loving? Scary? Bold? Quiet?

Review: Ask students to review the list of images or colors they listed as part of their identities in lesson one as a starting point for thinking about subject matter **for their Parts of Me print.**

Assignment: Explain to students that they are to demonstrate what they have learned by:

1. Making images that represents several aspects of their identities.
2. Making an edition of at least three identity prints from one Styrofoam plate.
3. Experimenting with bright colors, muted colors and **combinations** of both bright and muted colors.
4. Writing an artist statement **about their prints**.

Instructions: Show “Step-By-Step Printmaking” PowerPoint slides 1-14, which illustrate:

1. Materials needed to make a print
2. Getting ideas (Review list from Lesson One)
3. Combining several ideas into one image.
4. Cutting simplified shapes from craft foam
5. Gluing shapes to Styrofoam tray to make plate
6. Loading brayer
7. Rolling paint (ink) onto plate
8. Applying pressure to make a practice print
9. More complex versions with additional techniques (for older or more experienced students)

In-Process Feedback: After completing practice prints, ask students to partner with one or two classmates to seek suggestions on improving the quality of their prints, for example, by:

- rolling paint more smoothly,
- applying more or less paint to the plate,
- holding the paper so it doesn’t move as you apply pressure or
- applying pressure more evenly when making a print.

Show remaining Show “Step-By-Step Printmaking” PowerPoint slides, which illustrate:

1. Review bright and muted colors
2. Examples of fifth grade students’ prints and artist statements.

Presentation: Display completed identity prints with artist statements. Lead a discussion with the following questions, reading students’ statements as appropriate:

1. What ideas can you see in your classmate’s prints? Point to a part of a print and say what you believe you see.
2. Point to prints that used bright colors and name those colors.
3. Point to prints that used muted colors and describe those colors.
4. Which prints mixed both bright and muted colors?

### **Vocabulary**

etching	press
woodcut	edition
lithograph	brayer
silkscreen (serigraph)	bright
printmaking	muted
	dull

### **Assessment Guides**

OBJECTIVE 1: Students draw upon their own identities for subject matter in their art.

Exceeds Expectations: Student submits an artist statement that identifies three or more things in his/her life or culture that are clearly visible in his or her print.

Meets Expectations: Student submits an artist statement that identifies two things in his or her life or culture that are visible in his or her print.

Approaches Expectations: Student submits an artist statement that identifies something in his or her life or culture that is visible in his or her print.

Fails to Meet Expectations: Student submits a print.

OBJECTIVE: 2. Students make a printing plate and produce clear prints with it.

Exceeds Expectations: Student makes a printing plate and uses it to make more than two prints with even application of paint/ink.

Meets Expectations: Student makes a printing plate and uses it to make two prints that have even application of paint/ink.

Approaches Expectations: Student makes a printing plate and uses it to make a print that has even paint/ink application.

Fails to Meet Expectations: Student makes a printing plate and uses it to make a print.

OBJECTIVE 3: Students experiment with intense and muted color options for their artwork.

Exceeds Expectations: Student submits three or more prints each using different colors, including one that has brighter colors and another that has more muted colors.

Meets Expectations: Student submits two prints, one of which has brighter and the other more muted colors.

Approaches Expectations: Student submits two prints.

Fails to Meet Expectations: Student submits one print.

## **Detailed Procedures**

### *Creating the Printing Plate*

1. Use pencil to make a simplified drawing on craft foam.
2. Carefully cut shapes along pencil lines.
3. Trim off about 1/8" along edges of shapes. This will create an outline around the images when printing.
4. Place pieces on table/Styrofoam tray as you cut each piece. Otherwise all the pieces might get mixed up and it will be confusing and time consuming putting them back in order.
5. Begin to glue each piece onto Styrofoam tray. Try not to glue near the edges of the tray. If the glue is thick, use a stick or brush to apply the glue onto the back of the craft foam.
6. Make sure to glue pieces down keeping the side of the craft foam consistent. That is. None should be upside down. NOTE: There is one exception. Letters and numbers need to be glued down upside down. The image will be reversed when printed.
7. Allow 24 hours for the glue to dry. If trays are stacked, leave a gap between trays to allow the glue to dry.
8. Trim off the side(s) of the food tray if the image is close to the edge(s).

### *Printing set-up*

Newspaper is placed in the center of the table with two acrylic sheets and four brayers placed on top of the newspaper. Each table is assigned one color of paint. Four students print at one table per class session. With younger students, it's a good idea to set up to work with bright colors on one day and muted colors on another day. Each student is given scrap paper on the back of whichs/he write his/her name and room number before printing begins. Students pull two prints and place them on the drying rack before continuing with the next print. (This prevents a traffic jam at clean up time).

### *Printing (Elementary students)*

1. Teacher demonstrates how to use a brayer and pull prints.
2. Teacher places a thick strip of paint in center of the acrylic palette.
3. Using a brayer, students spread a layer of paint on the palette and then roll paint onto the printing plate. Multiple thin layers of paint might need to be applied before there's enough paint on the printing plate for the first print.
4. Apply paint with brayer as evenly as possible. Watch out for lines and streaks.
5. Place paper carefully onto printing plate. Hold down an edge to keep the paper from moving and blurring the image.
6. Use the whole hand to apply even pressure along the top of the paper. (Finger tips might leave individual impressions on the print). If enough brayers are available, use a clean brayer to apply pressure.
7. Starting carefully with one corner, pull the paper off the printing plate.

### *Clean-up*

Using non-water-soluble glue allows for the printing plates to be rinsed without risk of destroying the printing plate. The printing plates can be used twice without cleaning without the craft foam coming off. Two different colors of paint will mix but this can produce some interesting color mixtures.

Leave some space between printing plates to allow for some air flow whether they have been rinsed and are drying or paint is left on them between printing sessions.

### *Sample Timeline*

This timeline assumes students have viewed and discussed the "Who Am I?" PowerPoint in Lesson One, and made lists of ideas they might use for their Part-of-Me Print.

This nine-day timeline was developed with fifth grade students and includes all aspects of the lesson, including bright and muted colors and writing. Abbreviated timelines (6 days) can be used if less attention is paid to color or writing, or with older students.

#### Day 1 & 2

Students begin drawing the image for their print, focusing on simple shapes. Color can be added.

#### Day 3

Teacher demonstrates how the image is to be drawn on craft foam, then cut and glued onto the Styrofoam tray. Students begin cutting and gluing shapes on Styrofoam tray.

#### Day 4

Students continue cutting foam and gluing on Styrofoam tray.

#### Day 5

Teacher demonstrates how to use brayer with tempera paint on an acrylic palette. Students practice pulling prints using tempera paint and scrap paper.

#### Day 6

Students assemble their now dried prints. They evaluate what needs to be done for more success.

#### Day 7

Students print with bright colors. Students have the option of printing on colored paper.

#### Day 8

Students print with muted colors. Students have the option of pastel, neutral colored and earth tone papers.

#### Day 9

Each student chooses her or his best print and writes a paragraph describing how it print reflects his or her culture and/or who he or she is.