

Art and Change: Printmaking

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Class and Grade level(s): Art: Grade 5 and up

PRINTMAKING IS A FORM OF ART AND COMMUNICATION THAT CAN BE DONE QUICKLY AND IN MANY COPIES. IT WAS A GOOD MEDIA FOR THE REVOLUTIONARY ARTIST.

Goals and Objectives:

The student will be able to:

Understand connections of the visual arts to human needs, values and beliefs;

Propose a visual solution to a problem (understand, plan, solve and reflect);

Understand the techniques and qualities of printmaking;

Compare and contrast works of different artists that portray change in their artwork.

Curriculum standards addressed: For Kansas (National) Visual Arts Standards 1,2,3,4, & 6

1. Understanding and applying media, techniques and process.
2. Reflecting upon and assessing the characteristics and merits of art.
3. Choosing and evaluating a range of subject matter, symbols and ideas.
4. Understanding the visual arts in relation to history and cultures.
6. Making connections between the visual arts and other disciplines.

Time required/class periods needed: Time required; 6 class periods of 50 minutes. More for older students.

Primary Source bibliography:

Images: Spencer Museum of Art, www.spenserart.ku.edu/exhibitions/radicalism/

Printmaking resources: <http://www.princetonol.com/groups/iad/lessons/elem/PrintmakingIdeas.html>

Other resources used:

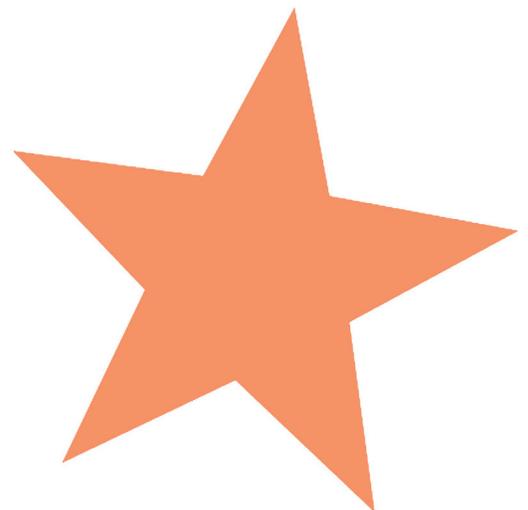
See attached Power Point Presentation, "Art and Change."

Required materials/supplies:

Power Point of art work showing change and revolution, or art prints, planning paper and pencil, Styrofoam sheets for printing plate(these can be meat trays or purchased sheets from an art supply catalog), printing inks, brayers, ink trays or Styrofoam plates, paper to print on, paper to mount prints on.

Vocabulary:

Change
Revolution
Cultural Revolution
Wood block print
Etching
Lithography
Printing plate
Brayer
Edition



Procedure:

Day 1: Students will look at the Power Point Presentation “Art and Change” that was created with images that are a **result** of or **in response to** change and revolution. They will learn about the background of each artist and what they were trying to communicate in their art work.

Day 2: Discuss with students what changes might be needed in our lives: environmental issues, political issue, school issues, bullying. Students begin to plan their image.

Make an image on planning paper that will show one of these:

The **need** for change

The **result** of change

The **result of not changing**

Cut the planning paper to the exact size as the Styrofoam sheets. Remind students that any words must be printed backwards. An easy way to do this is to leave a space for the words—then take it to a window or light box and write the words on the back of the paper. Then turn the paper to the right side and trace them through and they will be perfectly backwards.

Day 3: Refine and transfer the image to the Styrofoam by tracing over the paper image while it is on top of the Styrofoam sheet. Then remove the paper and retrace or carve with the sharpened pencil the desired image.

Day 4: Print images! Roll ink onto a printing tray with a brayer. Cover the printing plate entirely. Place a pre-cut paper of the appropriate size on top of the paper and gently rub the paper to transfer the print. Pull up a corner to see if the quality of printing is good before removing. Then pull the print off the printing plate. Repeat as many times as possible. 4 good prints (editions) is a good number. It takes an hour or two for the print to dry. Prepare a drying place or tack them to bulletin board to dry. Protect all surfaces with newspaper.

Day 5: Mount two of the prints on paper to frame them. Students can talk about their prints in groups of four. Then put up the prints on a board for the whole class to see. Ask students to talk about their print and the reasons they chose the image.

Assessment/Evaluation: Students will be assessed on the following:

Completed project

Followed directions

Effective communication of idea