

Title: Printmaking

Subject Area: Art/Global History and Culture

Grade Level: 3rd - 5th Grade

Materials:

cardboard
adhesive foam board
printing ink in various colors
brayers
plastic boards
8.5'x11' paper
pencils or pens
several rubber stamps
inkpad

NYS Standards:

1. Students will create a printing plate, then using the printing plate create an aesthetically pleasing image.
2. Students will be able to manipulate printing ink, use adhesive foam board to create a printing plate as well as create an image using the printing plate.
3. Students will be able to analyze their own work, as well as work of their peer's, and learn relevant vocabulary terms.
4. Students will be have a reinforced knowledge of artwork done by various ethnic cultures.

Motivation:

Begin by asking students if they have every made a stamp of something on paper. Show them several different rubber stamps and then press the rubber stamps into the inkpad and stamp them on paper. Have students see the mark that was made on the paper. Show them the rubber stamps and ask them what they notice about the stamp (the impressions on the stamp, if lettering or an image is backward on the stamp, etc.,.) Have them use the rubber stamps and inkpad to create a few stamps. Have students describe what they notice about the rubber stamp itself and the print that it produces. Explain the definition of printmaking, as well as the importance of positive and negative shapes, line variation, and texture and pattern in printmaking.

Procedure:

1. Have students settle in their seats.
2. Explain the motivation for the project.
3. Explain to the students that will create a printing plate and then create an image using their self made printing plate basing the images on Islamic, Japanese, Indian, or Prehistoric art.
4. Demonstrate to the students how to create a printing plate.
5. Ask students in they have any questions thus far, or do not fully understand the assignment.
6. Hand out adhesive foam board, cardboard, books relevant to specific cultures and pens or pencils and have students start with creating a printing plate.
7. Once finished, demonstrate to students how to apply printing ink to the printing plate, and use the printing plate to create a print on paper.
8. Hand out brayers, printing ink, plastic boards and paper and have students begin creating a print.
9. Once project is completed, have students hang up their prints and printing plate and have them analyze each other's and their own work.
10. Ask students what culture inspired the printing plate and print they made. Ask students how they used positive and negative space, line variation, and texture and pattern to create the printing plates based on a specific culture.
11. Before ending the lesson, review with students the important point of printmaking (the use of several art element impressions made on the stamp, that the image always prints backwards, etc.,.)

Evaluation:

Evaluation will be based on participation with all steps of the project, effort put into the project, the completion of the printing plate and print, and the ability to assess their own work as well as those of their peers.

Resources:

Books:

"Islamic Art and Architecture: From Isfahan to the Taj Mahal"
by Henri Stierlin

"Twelve Centuries of Japanese Art from the Imperial Collections."
by Ann Yonemura

"Indian Art"
by Vidya Dehejia

"Prehistoric Art: The Symbolic Journey of Humankind"
by Randall White