

IAEA Student Show 2011-12



Visual: *By the Lake*
Melissa Ramirez
Print 4"x6"

Lesson Title: Nature Reduction Print

Submitted by: Barb Fiedler
Beach Park Middle School
Beach Park, Illinois 60099

Grade Level: 7-8th

Duration: approximately 10 sessions (about 40 minutes per session)

Media type: Printmaking

Subject Integration: Art History, Reading and Writing

Background/Foundation: Students have previously practiced drawing contour and detail objects, completed texture exercises and learned about color theory necessary for the print. They also completed a perspective project which refreshed the perspective techniques of overlapping, size and placement of figures in the foreground, middle ground and background and other composition and drawing methods.

Materials Needed: 4-B drawing pencils, permanent markers, drawing paper, masking tape, E-Z print rubber blocks, linoleum cutters, bench hooks, proof paper, print paper, newspaper, old phone books, inking slabs, brayers, water-based block print inks, burnishers, drying rack, clip line for drying extra prints, and paper towels or wipes

Vocabulary: printmaking, reduction print, carving block, linoleum cutters, ink slab, brayer, burnisher, baren, register, ghost print, reverse image, mirror reflection, proof, edition

Goals:

- *Students will become familiar with various professional printers and their artwork.
- *Students will incorporate expressive lines, textures and color in their prints to enhance the communication of their ideas.
- *Students will create an edition of reduction prints with a nature theme while gaining skill in the printmaking process.
- *Students will critique their artwork and the work of others.

State Goals the Lesson Meets: 25.A.3d, 25.A.3e, 25.B.3, 26.A.3e, 26.B.3d, 27.A.3b, 27.B.3

Procedure:

- 1. Students will look at professional artist's prints** and orally discuss the use of line, subject matter, color and emphasis they used to create a visually interesting print. Each student can also compare and contrast the prints of two additional professional artists in writing using the four-step art criticism method if time allows.
- 2. Subject matter is discussed** and students choose and draw a simple nature scene for their print with expressive lines. Using 4-B drawing pencils allow drawings to transfer better. (Students are given a handout with two 4x6 inch boxes – one for sketching and one for final drawing)
- 3. Students are instructed on how to transfer the print to the print block.**
 - a. Student will lay the drawn side down on the block and rub the back with a burnisher to transfer the image to the block.
 - a. Student will trace over all lines on the block with a permanent marker.
- 4. Students will receive instruction on how to carve the print block.**
Safety is stressed! Bench hooks will keep the block in one place for carving.
- 5. Students are given instruction on how to plan the colors they will use for their print.** Discussion is held on what order to print colors since prints are completed using lighter to darker color order. (At least three colors are required for our finished print.)

6. Students receive instruction on how to print:

- a. Placement of the image on the print paper is discussed and shown so student knows to allow about a two inch border. Pencil marks help to register the print. (student name and period number on back of paper)
- b. Students observe that white areas of the print are completed first by carving out all areas that are to be white and the block printed with the second color. (We use white print paper.)
- c. Students are shown how to keep the printing area, plate and print paper clean by using newspaper and/or old telephone books and ripping out each page that gets dirty while printing. (students are told they can work with partners to help achieve a clean print) Stress clean hands.
- d. Students view and realize the image is reversed when printed which is very important for letters.
- e. Students are reminded to refer back to color wheel knowledge when overlapping or mixing colors while printing.
- f. Discussion is held on how to place prints on the rack or clip line for drying so other student prints are not touched.

7. Students receive instruction on how to edition their prints in pencil:

- a. Student **signature** is written directly under the print in the lower right corner.
- b. The **title of the print** is in the left bottom directly under the print.
- c. The **edition number**, written in a fraction, is directly under the center of the print. (top number indicates what order the print was done and bottom tells how many prints total)

8. Student completes a rubric questionnaire to hand in with the finished edition of prints.

9. Students are asked to show (volunteers only) their prints for a class critique.

Exemplary Printers: Albrecht Durer, Hiroshige, Hokusai, Ernst Ludwig Kirchner, Jose Guadalupe Posada, Emil Nolde and many others! (Students enjoy looking at Durer's texture use!)

