

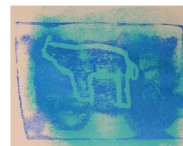


# EXPERIMENTS IN PRINTMAKING

Lesson plan for artists of any age  
By Naïke Rouland

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# ARTIST STATEMENT

*Which prints do I  
like the best?*

*Why?*

*Can I make them  
again?*


## Rationale

Visual journals can be very useful for artists in tracking their experiments and growth within their practice. The intention behind this unit plan is to introduce this tool to students. The notion of tracking progress and growth through journaling may even be useful to students outside of the context of visual arts.


The medium students will explore in the making of this journal is printmaking. Hopefully, emphasis on the experimental nature of this project will relieve students of performance anxiety and allow them to explore the medium openly and fearlessly. Throughout this unit plan, students will have full creative freedom with respect to the design of their plates, prints, and journal covers; the hope is to trigger their intrinsic motivation and get them interested and invested in creating prints that are unique to them and that they can be proud of.



# UNIT OBJECTIVES



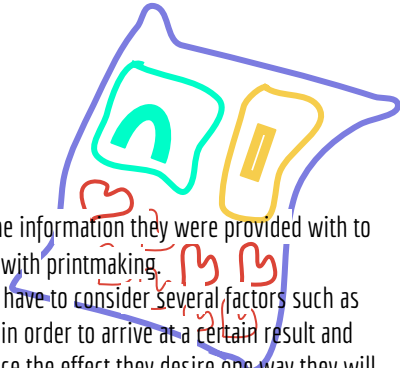
*"A key idea that teachers can introduce to students is that creativity is a commitment to long-term development of a unique point of view." (Hanchette & Hertz, 2011, p.34)*



## VISUAL ARTS COMPETENCIES

- To produce individual works and media works in the visual arts.
- To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates.

## CROSS CURRICULAR COMPETENCIES

- 
- **To use Information**: Students will be able to use the information they were provided with to use in experimenting with making a plate and later with printmaking.
  - **To solve problems**: In making plates, students will have to consider several factors such as size and shape. They will have to decide how to cut in order to arrive at a certain result and whether they can manage that. If they cannot produce the effect they desire one way they will either have to change strategies or change their idea. Students will be scaffolded by the instructor through this process.
  - **To use Creativity**: In creating unique plates and prints, students will have to imagine a design and then realize it. Students will have many opportunities to practice making their design and tracing it on their plate. They will be able to experiment through trial and error and find techniques that work for them. Through their exploration, the hope is that students develop a unique perspective and that they be invested in creating prints that reflect this perspective.
  - **To construct his/her Identity**: Students need to successfully gauge what they can/can't do in the creation of their plates and prints. They will also need to manage their time successfully in order to complete such a complex multistep project. As they proceed the hope is that they will develop increased autonomy by figuring out what they can and can't do through trial and error.



# GRAPHIC ORGANIZER

**Lesson 1 - 2x1h** Relief: making a print plate through tracing

**Rationale:** The intention behind this lesson is to introduce students to the idea of a visual journal or diary to track experiments with certain mediums. This lesson will also serve as an introduction to the process of relief printmaking. A video will serve to demonstrate the steps. As part of the introduction to this lesson plan, students will be shown works of art by various artists including, Lucien Pissarro, Otto Dix, Picasso and Katsushika Hokusai. These works are meant to demonstrate the breadth of what can be achieved with this medium but also to inspire students and trigger their intrinsic motivation to make a print plate that is original to them. During this lesson students will draw a design on paper.. They will then trace this design through the paper into the a styrofoam plate which they will use for printmaking during the second half of this lesson.

## Steps:

### PART ONE

1. Draw a design on a paper.
2. Stick your paper onto your plate with tape.
3. Trace your design into your plate.

## Materials:

- Sheets of white 8.5x11 paper
- Pencil & Eraser
- Paintbrushes (hard tip to be used for tracing)
- Rollers & Acrylic Paint
- Pre-cut & perforated pages for prints
- Pre-cut Styrofoam plates
- Scissors
- Envelopes

### PART TWO

1. Roll your roller into the paint until it is well covered.
2. Roll the roller onto your plate until it is well covered.
3. Press your paper on your plate.

## Learning Objectives:

- Learn how to make one kind of relief printing plate through tracing.
- Manage your time successfully.
- Create a plate that is functional for printmaking and that is unique to you.
- Create at least three different prints from that plate.

**Vocabulary:** Relief Printmaking

## LESSON 2 - 1x1h

**Rationale:** Students will be introduced to the intaglio process through a video demonstration. As part of the introduction to this lesson plan, students will be shown works of art by various artists including Helen Frank and Edward Hopper. This introduction is meant to expose students to different kind of printmaking. However, the class will continue working with relief printmaking. Students will be making a different kind of relief plate by sticking pieces of styrofoam to a cardboard base. During the second part of this lesson, students will use their plate to make prints.

### Steps:

1. Cut out styrofoam pieces in shapes that you like.
2. Create a design that you like with the shapes on the cardboard.
3. Glue the Shapes on the plate.

**Vocabulary:** Intaglio Printmaking

### Materials:

- Styrofoam & cardboard plates
- Scissors & Envelopes

### Learning Objectives:

- Learn how to make one kind of relief printing plate.
- Manage your time successfully.
- Create a plate that is functional for printmaking and that is unique to you.

## LESSON 3 - 2x1h

**Rationale:** Students will be introduced to the monotype process through a video demonstration. As part of the introduction to this lesson plan, students will be shown works of art by various artists including Greg Poole and Marc Chagall. Students will be making print using monotype gelatin plates as well as the relief plates they made in the previous lesson. During the second part of this lesson, students will continue making prints using these two techniques..

### Steps:

#### PART ONE & TWO

1. Roll your roller into the paint until it is well covered.
2. Roll the roller onto your plate until it is well covered.
3. Press your paper on your plate.

**Learning Objectives:** Manage your time successfully & create at least 6 prints that are unique to you.

### Materials:

- Styrofoam & cardboard plates
- Acrylic paint & Rollers
- Gelatin plates & Envelopes
- Pre-cut & perforated pages for prints

**Vocabulary:** Monotype Printmaking

#### Lesson 4 - 1x1h

**Rationale:** Students will have the opportunity to continue practicing their printmaking in any/all of the techniques they learned.

#### Learning Objectives:

- Manage your time successfully, create at least 6 prints that are unique to you & use technique combinations.

#### Steps:

1. Roll your roller into the paint until it is well covered.
2. Roll the roller onto your plate until it is well covered.
3. Press your paper on your plate.

#### Materials:

- Styrofoam & cardboard plates
- Acrylic paint
- Roller
- Gelatin plates
- Envelopes
- Pre-cut & perforated pages for prints

#### Lesson 5 - 2x1h

**Rationale:** The purpose of this lesson is for students to design the cover of their books and bind the books together.

#### Steps:

##### PART ONE

1. Choose the materials you will use to decorate your book covers.
2. Arrange your materials in the design that you want.
3. Finalize your cover by gluing the materials on.

#### Learning Objectives:

- Manage your time successfully.
- Decorate front and back covers.
- Bond prints and covers together to make a book.

##### PART TWO

1. Finalize your book cover.
2. Select the string you want to use.
3. Cut three pieces of it.
4. Tie the pieces around the whole made in your book to bind the pages together.

#### Materials:

- Envelopes
- Pre-cut & perforated covers
- Piper cleaners
- White 8.5x11 sheets of paper
- Scissors & Markers

## Rubrics & Gradual Evaluation

For this unit plan, assessment is done using rubrics. The use of rubrics is meant to provide an objective grading criteria for the quality of completion of each learning objective.

Each lesson has a rubric that corresponds to its specific learning objectives. The weight of each lesson and objective with respect to the overall grade reflects their importance in the process of successfully completing a visual diary.

The students are evaluated at each stage of the process to ensure they are acquiring the skills necessary to complete the unit plan, but also to make sure that additional scaffolding is provided where necessary. Gradual assessment also reflects the work and progress of the student rather than exclusively relying on the final product.



# DIVERSE LEARNERS

## Level of difficulty & Creative Freedom

The creative freedom that is afforded students throughout the unit plan allows them to have control over the level of difficulty involved in their prints. This freedom also helps them learn to gauge, through trial and error, what is a realistic objective for them.

## Autonomy & Visual Cues

Printmaking involves many steps and exponentially so when making a collection of prints for a visual diary. Visual cues and reminders will be available for students who may have no previous experience with printmaking to help them remember the steps. These tools can also be useful for students who may have more trouble focusing and being organized in their work. These cues allow students to make progress without interrupting their work to ask for reminders. Having this form of support available also allows students to develop more autonomy.

## Dexterity & Tools

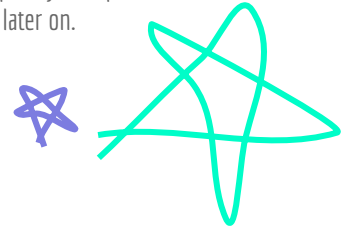
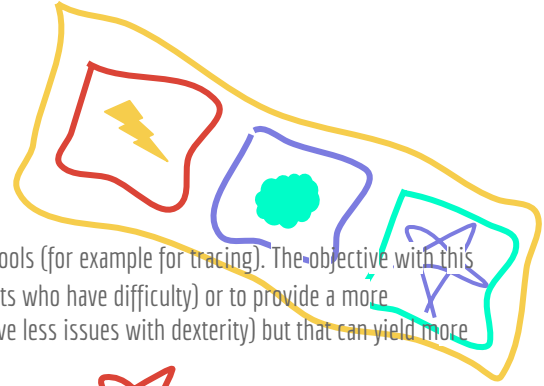
Students are provided with different tools (for example for tracing). The objective with this choice is to make it easier (for students who have difficulty) or to provide a more challenging tool (for students who have less issues with dexterity) but that can yield more precise results.

## Anxiety & Timeframe

The spread of production over many classes in this unit plan is mean to provide relief for students who are anxious about not finishing before the end of class and also provides more time for those who may need it. For those who work quickly, this provides the opportunity to create more plates with which to experiment later on.

## High Achieving Students

Timeframe allows



# B U D G E T

Material	Quantity	Cost	Total
Gelatin	24 packs	\$2.45 for 4 packs	\$ 14.70
Styrofoam Plates	24	Free (recycled)	-
Tracing pencils and paintbrushes	24 or so	Free (available)*	-
Watercolor Paper	72 small sheets	Free (available)*	-
Acrylic paints	30 bottles (250 ml)	Free (available)*	-
Sponge Roller & Rolling Tray	12	\$ 1.25 each	\$ 15
String	A wide variety of size and color	Free (available)*	-
Measuring cup & spatula	1 of each	Free (available)*	-
Sheets of printing paper	20 or so	Free (available)*	-
Cardboard "plates" (4.25x5.5)	24 or so	Free (available)*	-
*Materials listed as available are already available at the school. The school receives donations from parents and other members of the community. The students have also been bringing in styrofoam plates that they have recycled in addition to those the teacher had on hand.			\$ 29.70



# GLOSSARY



All definitions adapted from Moma Learning [https://www.moma.org/learn/moma\\_learning/glossary](https://www.moma.org/learn/moma_learning/glossary)

## LESSON 1

**Relief Printmaking:** Relief printing is a printmaking process where one carves out lines or shapes from the surface of a printing plate (like our Styrofoam plates). Paint or Ink is the rolled on to the plate. The Ink or paint will stay on the parts of the plate that “stick out”. The parts we have carved out (the parts that are “deep”) will not have ink on them. We will then press the plate on a piece of paper. When we remove the plate from the paper, an image will appear. This image will look a lot like the image we carved out of the plate. We will notice that when we remove the plate from the paper, the places where we carved in the Styrofoam stayed white on the plate and on the paper: that’s because no paint got on them!



## LESSON 2

**Intaglio Printmaking:** A design engraved into a plate made of wood or metal or any other material. This plate is then covered in ink and the ink that is not in the engraved areas is washed off. The plate is then covered with a paper and passed through a large machine that creates a lot of pressure and pushes the paper into the plate where it drinks up the ink. The image that was carved out of the plate and covered in ink is then visible on the paper.

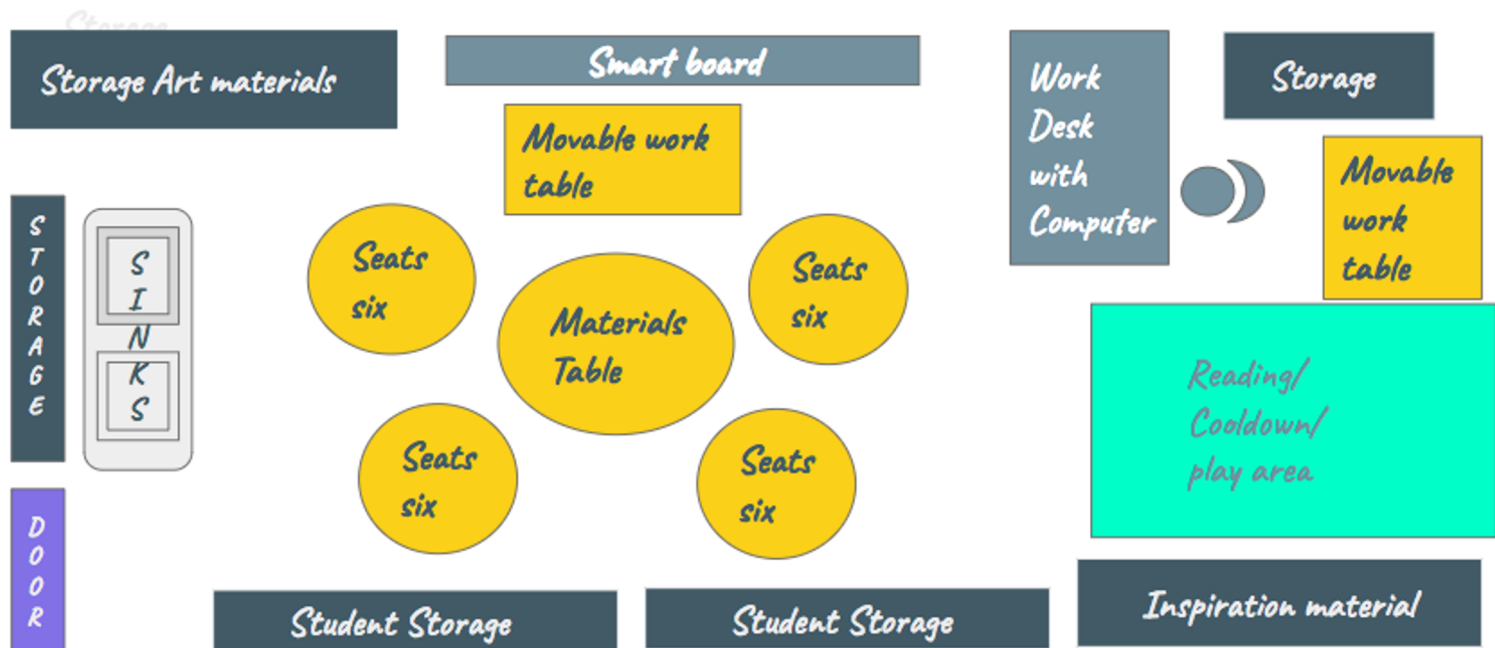


## LESSON 3

**Monotype Printmaking:** A single (original, unique, one of a kind) print taken from a design created in oil paint or printing ink on glass, metal, plastic, or another material like gelatin (what we used today).



# CLASSROOM MANAGEMENT





## CLASSROOM LAYOUT

**Desk arrangement:** The desks are in fact circular worktables. The intent behind the circular shape is to facilitate conversation and collaboration between students as all students at the table can face each other.

**Teacher's desk/computer:** The teacher's desk is located at the side of the class. The teacher does not lecture from the desk. Students are free to use the computer for internet searches.

**Remaining room items:** The layout provides a space where students can go and sit after they finish their work or if they need some time away from the class for whatever reason. This space also allows for students to choose from many books and some games to occupy themselves/learn on their own terms. The space provides for a lot of storage for art materials and donation of materials. It also allows for lots of project storage (student storage). Movable work tables allow the layout to be modified based on the project the class is working on.

## PROCEDURES:

- ❖ Students are quiet and in their seat within 5 minutes after the bell rings.
- ❖ During presentations students are in their seats & listening. When we are working on a project, students are free to move around the classroom.
- ❖ During presentations, students raise their hand before speaking.
- ❖ Students let me know when they use the washroom. No more than two students at a time can go to the washroom.
- ❖ If students finish their work early they can have a look at the inspiration corner, pick a book and read or play a game.
- ❖ After each lecture/project, we discuss our experience.
- ❖ Time warnings are given at 15/10/5 minutes of the end of an activity to help students manage their time.
- ❖ Everyone must help with clean-up.
- ❖ Every worktable should be clean when the bell rings.

## Disciplinary interventions

- ❖ Rules are communicated clearly & firmly at the beginning of the year and continue to be enforced consistently and fairly. If I find myself repeating the rules too often, I have to look at how I am enforcing them: I know what my students are hearing, but what are they seeing?
- ❖ When it comes of focus and small class disruptions, circulating and making non-verbal contact is the first step. If a behavior persists, talking to a students about it one on one it another way to proceed in order to get a better understanding of where this behavior might be coming from.
- ❖ When talking to students about behavior issues and discipline the notion of how this fits into the context of life (not just the classroom).
- ❖ Communication with parents is essential as well to understand where some behaviors might be coming from.

## Rules & Procedures:

Rules are meant to set the climate of the classroom. They ensure a good climate in the classroom and teach students civility and responsibility for one's own actions. Rules:

- ❖ Come prepared and on time for class.
- ❖ Respect other people, their belongings, and the materials we use in class.
- ❖ Follow Directions.

Procedures in the classroom are meant to allow for order in the classroom, and ensure an environment where students are ready to learn. Routine is used as a tool to optimize the student's experience and ready them to have their focus available for learning during class time. After teaching the students the procedures and practicing during the first weeks of school, these routines become a natural and reinforcement is used only when necessary.

## Teacher/student relationship

**Communication:** Developing a relationship with students and setting the stage for behavior in the classroom by having conversations about the expected behavior and why the students is acting the way they are and what support they might need.

**Trust:** Creating, through openness and conversation, a relationship of trust with the student so they feel they can bring up problems or challenges to the instructor and trust that they will be heard and get support. Consistency in dealing with discipline is also of supreme importance in developing a relationship of trust where students trust that they will be treated fairly.

# LESSON 1 STYROFOAM RELIEF PRINT PLATES

## Questions of Inquiry

- What do I want my print to look like?
- Is it possible to re-create the design that I drew on my styrofoam plate? Is there too much detail? How wide will the line be that I made with the carving tool of my choice (i.e. pencil vs. hard tip of paintbrush)?
- Do I have time to finish?
- As I carve I should wonder which part of my design will be paintless (the hollow part will be white)? Which part will have color (the part that sticks out will have paint on it)? Is this what I want?

## Competencies

### Cross-curricular competencies

- ☐ *To use Information*
- ☐ *To solve problems*
- ☐ *To use Creativity*
- ☐ *To construct his/her Identity*

### Visual Arts Competencies

To produce individual works in the visual arts.

To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates.

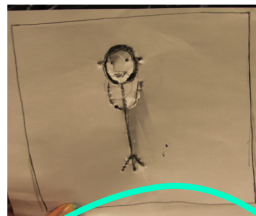


## Rationale

The intention behind this lesson is to introduce students to the idea of a visual journal. The importance of experimenting and the lack of a specific visual outcome will be emphasized in an effort to help lower anxiety levels in students for whom this is a first experience with printmaking. An introduction to the process of relief printmaking will provide students with the tools and knowhow to proceed with their printmaking experiments. The use of video to show the process is meant to help scaffold students in their learning as it offers the possibility of revisiting any step of the process innumerable times. The artworks shown in the presentation are meant to give examples of what it is possible to make with relief printing. These works are meant to motivate and inspire students to create their own works of art therefore they are examples chosen to reflect a range of complexity from simple images (that students could surely recreate, to very detailed images that require more skill). The goal is for each student to be inspired but not intimidated by the activity. Some works by Miró, Mondrian and Calder seen in a previous lesson plan will also be revisited as a source of inspiration for students. In the second part of this lesson plan students will have the opportunity to create multiple prints and experiment with their plates. Lastly, students have full creative freedom when it comes to the design of their plate and the making of their prints. The hope is to trigger their intrinsic motivation and get them interested and invested in creating a plate and prints that are unique to them.

## Learning Objectives

- Learn how to make one kind of relief printing plate through tracing.
- Manage your time successfully.
- Create a plate that is functional for printmaking and that is unique to you.
- Create at least three different prints from that plate.



## Materials

- Sheets of white 8.5x11 paper
- Pencil & Eraser
- Paintbrushes (hard tip to be used for tracing)
- Rollers & Acrylic Paint
- Pre-cut & perforated pages for prints & Pre-cut Styrofoam plates
- Scissors
- Envelopes

## Vocabulary

**Relief Printmaking:** Relief printing is a printmaking process where one carves out lines or shapes from the surface of a printing plate (like our Styrofoam plates). Paint or Ink is rolled on to the plate. The Ink or paint will stay on the parts of the plate that “stick out”. The parts we have carved out (the parts that are “deep”) will not have ink on them. We will then press the plate on a piece of paper. When we remove the plate from the paper, an image will appear.

## Lesson Sequence - Class 1

**Pre-class setup (instructor)** Prepare materials “buffet” which should include:

- Sheets of white paper
- Pencils & erasers
- Styrofoam plates
- Paintbrushes of various sizes
- Labeled envelopes
- Tape

### Introduction (15 minutes)

- Introduction to visual diary – showing students my personal example of a visual diary. (5 minutes)
- Dialogical introduction to relief printmaking (10 minutes)  
See the following section of this presentation: <https://prezi.com/p/tmconlztigtv/#present>  
“First Things First”  
Under “Intaglio & Relief” see subsection “Relief”

**Demonstration + materials (5 minutes)** Demonstrating taping a drawing to a styrofoam plate and demonstrating tracing /carving the drawing into the template.

**Work Time (35 minutes)** Drawing (10/15 minutes + Carving (10/15 minutes - 5 minute warning at 10 minutes for clean-up)

### Clean-up (15 minutes)

- Teacher explains the instructions of clean-up (5 mins):
  - ◆ Put back materials on “buffet” table
  - ◆ Put away one’s own material
  - ◆ Put away one’s work in one’s envelope.
  - ◆ Everyone should be participating
- Clean-up (10 mins) There is no set cleanup routine established in this class This clean-up will take longer as it is the first and students will require many reminders, encouragements, and prompts.



## Lesson Sequence - Class 2

**Pre-class setup (instructor)** Prepare materials “buffet” which should include:

- Sheets of white paper
- Pencils & erasers
- Styrofoam plates
- Paintbrushes of various sizes
- Labeled envelopes
- Tape

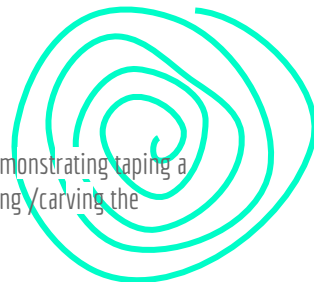


Introduction (10 minutes):

- Introduction to visual diary – showing students my personal example of a visual diary. (5 minutes)
  - Dialogical review of relief printmaking (5 minutes)
- See the following section of this presentation:  
<https://prezi.com/p/tmconlztigtv/#present>  
“First Things First”  
Under “Intaglio & Relief” see subsection “Relief”



**Demonstration + materials (5 minutes)** Review: Demonstrating taping a drawing to a styrofoam plate and demonstrating tracing/carving the drawing into the template.



**Work Time (35 minutes)** Drawing (10/15 minutes) + Carving (10/15 minutes - 5 minute warning at 10 minutes for clean-up)

**Clean-up (10 minutes)**

- Teacher reviews the instructions of clean-up (3 mins):
  - ◆ Put back materials on “buffet” table
  - ◆ Put away one’s own materials
  - ◆ Put away one’s work in one’s envelopes
  - ◆ Everyone should be participating



- Clean-up (7 mins)



LESSON 1: STYROFOAM RELIEF PRINT PLATES			
Learning Objectives	Achieved	Satisfactory	Needs Improvement
Learn how to make one kind of relief printing plate through tracing.			
	2 pt	1 pt	0.5 pt
Manage your time successfully.			
	2 pt	1 pt	0.5 pt
Create a plate that is functional for printmaking & is unique to you.			
	2 pt	1 pt	0.5 pt
Create at least three different prints from that plate.			
	2 pt	1 pt	0.5 pt
			/8pt

# LESSON 2 CARDBOARD RELIEF PRINT

## Questions of Inquiry

- ❖ What do I want my print to look like?
- ❖ What kind of shapes do I want to put on my plate? Do I have enough time to finish making my idea?
- ❖ As I cut out Styrofoam shapes, I should wonder which part of my design will not have paint on them (the hollow part will be white)? Which parts will have paint on them (the parts that sticks out will show color on the paper)? Is this what I want?

## Competencies

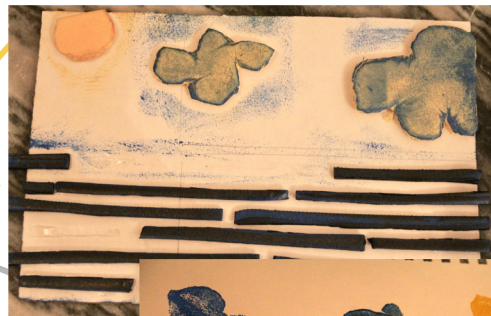
### Cross-curricular competencies

- ☐ *To use Information*
- ☐ *To solve problems*
- ☐ *To use Creativity*
- ☐ *To construct his/her Identity*

### Visual Arts Competencies

To produce individual works in the visual arts.

To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates.





## Rationale

This lesson provides a quick review of the intention behind this unit plan, which is to introduce students to the idea of a visual journal or diary. The importance of experimenting and the lack of a specific visual outcome will be re-emphasized.

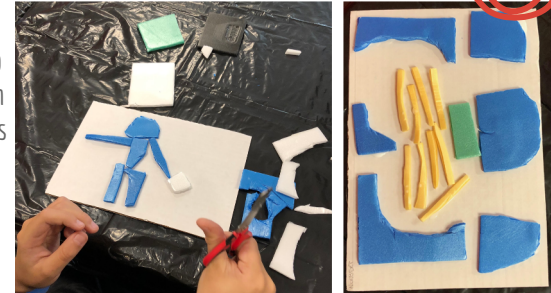
An introduction to the process of intaglio printmaking will provide students with information about the process of a new kind of printmaking as well as show them examples by various artists. Video will be used to show the intaglio process. This is meant to help students understand a rather complex process by seeing it. The students will be taught about intaglio in order to expose them to different kinds of printmaking.

In this lesson, the class will be continuing with relief printmaking. The intaglio artworks shown are meant to motivate and inspire students to create their own works of art through relief printmaking. Recreating certain results achieved with intaglio by using relief printmaking can also be an interesting experiment that students can explore and in doing so strengthen their understanding of both processes.

Some works by Miró, Mondrian and Calder seen in a previous lesson plan will also be revisited. The organic and geometric shapes seen in these works can serve as inspiration for students' plates.

## Learning Objectives

- Learn how to make one kind of relief printing plate.
- Manage your time successfully.
- Create a plate that is functional for printmaking and that is unique to you.



## Materials

- Styrofoam plates
- Scissors
- Cardboard Plates
- Envelopes

## Vocabulary

**Intaglio Printmaking:** A design engraved into a plate made of wood or metal or any other material. This plate is then covered in ink and the ink that is not in the engraved areas is washed off. The plate is then covered with a paper and passed through a large machine that creates a lot of pressure and pushes the paper into the plate where it drinks up the ink. The image that was carved out of the plate and covered in ink is then visible on the paper.

## Lesson Sequence

**Pre-class setup (instructor)** Prepare materials “buffet” which should include:

- Cardboard plates & Styrofoam plates
- Scissors
- Envelopes
- White glue

### Introduction (15 minutes)

- Review of visual diary – showing students my personal example of a visual diary. (5 minutes)
  - Dialogical introduction to intaglio printmaking. (10 minutes)
- See the following section of this presentation:  
<https://prezi.com/p/tmconltzigtv/#present>  
“First Things First”  
Under “Intaglio & Relief” see subsection

“Intaglio”

**Demonstration + materials (5 minutes)** Demonstrating cutting shapes out of styrofoam and gluing them to our cardboard “plates”.

**Work Time (35 minutes)** During this time students will work on creating at least one cardboard plate with relief styrofoam pieces glued to it. Warnings will be given at 15, 10 and five minutes from clean-up time.

### Clean-up (10 minutes)

- Teacher explains the instructions of clean-up (3 mins):
  - ◆ Put back materials on “buffet” table
  - ◆ Put away one’s own material
  - ◆ Put away one’s work in one’s envelope if it is dry. If not: put it in drying area.
  - ◆ Everyone should be participating
- Clean-up (7 mins)

LESSON 2: CARDBOARD RELIEF PRINT PLATES			
Learning Objectives	Achieved	Satisfactory	Needs Improvement
Learn how to make one kind of relief printing plate.	Student applied all steps shown successfully.	Student applied most steps shown successfully.	Students could not complete any of the steps without assistance.
	2 pt	1 pt	0.5 pt
Manage your time successfully.	Students finished in time.	Students finished in time with some assistance.	Students would not have finished in time without intervention and assistance.
	2 pt	1 pt	0.5 pt
Create a plate that is functional for printmaking and that is unique to you.	It is easy to make prints with this plate.	It is possible to make prints with this plate,	It is difficult to make prints with this plate. The plate needs more work.
	2 pt	1 pt	0.5 pt
			/6pt

# LESSON 3 EXPLORING MONOTYPE

## Questions of Inquiry

- ❖ What different kinds of visual effects can I get with this gelatin plate?
- ❖ What should I do to the gelatin plate in order to get these different effects?
- ❖ What colors do I want to use? How will they mix together?

## Competencies

### Cross-curricular competencies

- ☐ *To use Information*
- ☐ *To solve problems*
- ☐ *To use Creativity*
- ☐ *To construct his/her Identity*

### Visual Arts Competencies

To produce individual works in the visual arts.

To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates.



## Rationale

This lesson provides a quick review of the intention behind this unit plan, which is to introduce students to the idea of a visual journal or diary to track experiments with certain mediums (in this case, printmaking). The importance of experimenting and the lack of a specific visual outcome will be re-emphasized in an effort to help lower anxiety levels in students.. An introduction to the process of monotype printmaking will provide students with information about the process of a new kind of printmaking as well as show them examples artists Greg Poole and Marc Chagall. The Monotype prints shown are meant to motivate and inspire students to create their own works of art through this medium. Students will be able to create multiple prints throughout this lesson and experiments along with different colors and techniques along the way. Through this process of trial and error, students will be setting their own expectations and developing their own strategies. In so doing they will not only grow more autonomous but will also be taking steps towards developing a unique visual point of view.

## Learning Objectives

- Create at least 6 prints that are unique to you using the monotype and relief techniques that were taught to you.
- Manage your time successfully.





## Materials


- 12 Pre-made gelatin plate
- Acrylic paints of various colors
- Rolling plates & rollers
- Pre-cut and punctured 4.25x5.5 papers

## Vocabulary

**Monotype Printmaking:** A single (original, unique, one of a kind) print taken from a design created in oil paint or printing ink on glass, metal, plastic, or another material like gelatin (what we used today).

## Lesson Sequence - Class 1

**Pre-class set up (instructor)** Prepare materials “buffet” which should include:

- 
- Acrylic paints of various colors
  - Pre-cut and punctured papers for prints
  - Tray & rolls
  - Gelatin plates & paper towels

### Introduction (15 minutes)



- Review of visual diary – showing students my personal example of a visual diary. (5 minutes)
- Dialogical introduction to monotype printmaking. (10 minutes)  
See the following section of this presentation:  
<https://prezi.com/p/tmconlztigtv/#present>  
“First Things First”  
Under “Monotype”



**Demonstration (5 minutes)** Demonstrating the steps to making a monotype print.

**Work Time (25 minutes)** Students will have time to work on several monotype prints. Warnings will be given at 15, 10 and five minutes from clean-up time.

### Clean-up (10 minutes)

- 
- Teacher explains the instructions of clean-up (3 mins):
    - ◆ Put back materials on “buffet” table
    - ◆ Put away one’s own material
    - ◆ Put away one’s work in one’s envelope if it is dry. If not: put it in drying area.
    - ◆ Everyone should be participating
  - Clean-up (7 mins)
- 

## Lesson Sequence - Class 2

**Pre-class setup (instructor)** Prepare materials “buffet” which should include:

- Acrylic paints of various colors
- Pre-cut and punctured 4.25x5.5 papers (at least 15 per student)
- 1 tray and two rolls for each student
- A box of textures items and different cut-out shapes
- 1 pre-made gelatin plate per student
- 3 rolls of paper towels

### Introduction (15 minutes)

- Review of visual diary – showing students my personal example of a visual diary. (5 minutes)
- Dialogical introduction to monotype printmaking. (10 minutes)

See the following section of this presentation:

<https://prezi.com/p/tmconlztjty/#present>

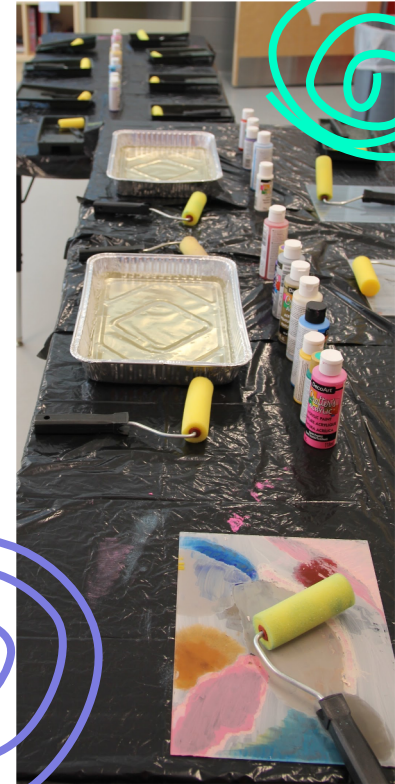
“First Things First”  
Under “Monotype”

**Demonstration (5 minutes)** Demonstrating the steps to making a monotype print.

**Work Time (25 minutes)** Students will have time to work on several monotype prints. Warnings will be given at 15, 10 and five minutes from clean-up time.

### Clean-up (10 minutes)

- Teacher reviews the instructions of clean-up (3 mins)
- Clean-up (7 mins)



LESSON 3: EXPLORING MONOTYPE			
Learning Objectives	Achieved	Satisfactory	Needs Improvement
Create at least 4 prints that are unique to you using the monotype technique that was taught to you.	The student used the technique shown, demonstrating that they learned the technique well. The prints are unique to the student.	The student used the technique shown demonstrating that they learned some of the steps in the technique. The prints are unique to the student.	The student cannot use the technique shown without assistance.  The prints are unique to the student.
	4 pt	3 pt	2 pt
Manage your time successfully.	Students finished 4 prints in time.	Students finished 4 prints in time with some assistance.	Students would not have finished in time without intervention and assistance.
	2 pt	1 pt	0.5 pt
			/6pt



# LESSON 4 EXPLORING RELIEF &

## Objectives of the Lesson

- Now that I have learned about these different kinds of printmaking techniques and experimented with some I can think of which of my experiments worked out and which didn't. Which of the prints I produced did I like the best? How did I make them look the way they did?
- How am I going to use what I learned in making the prints I will be making today?
- Will I use more than one of the techniques learned? If so, which ones? How will I use them together?

## Competencies

### Cross-curricular competencies

- ☐ To use Information
- ☐ To solve problems
- ☐ To use Creativity
- ☐ To construct his/her Identity

### Visual Arts Competencies

To produce individual works in the visual arts.

To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates.



## Rationale

This lesson provides a quick review of the intention behind this unit plan, which is to introduce students to the idea of a visual journal or diary to track experiments with certain mediums (in this case, printmaking). The importance of experimenting and the lack of a specific visual outcome will be re-emphasized in an effort to help lower anxiety levels in students for whom this is a first experience with printmaking. The review of artworks shown is meant to motivate and inspire students to create their own works of art through printmaking. Students will be able to create multiple prints throughout this lesson and experiments along with different colors and techniques along the way. Through this process of trial and error, students will be setting their own expectations and developing their own strategies. In so doing they will not only grow more autonomous but will also be taking steps towards developing a unique visual point of view.


## Learning Objectives

- Manage your time successfully & create at least 6 prints that are unique to you.
- Use combinations of techniques taught to you to create prints that are unique to you.





## Materials

- 
- Pre-made gelatin plates
  - Engraved relief plates made by students & Glued relief plates made by students
  - Acrylic paints
  - Pre-cut and punctured papers for prints
  - Rolls & Paint trays
  - Paintbrushes
  - Markers of multiple colors

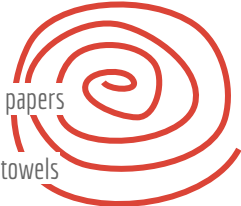
## Vocabulary

Reviewing monotype printmaking and relief printmaking.





## Lesson Sequence

**Pre-class setup (instructor)** Prepare materials “buffet” which should include:

- 
- Acrylic paints
  - Pre-cut and punctured papers
  - Tray & rolls
  - Gelatin plates & paper towels

### Introduction (15 minutes)

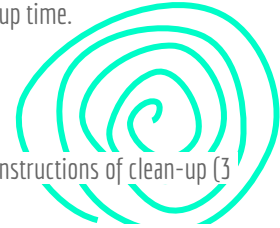
- 
- 
- Review of visual diary – showing students my personal example of a visual diary. (5 minutes)
  - Dialogical introduction to monotype printmaking. (10 minutes)
- See the following section of this presentation:  
<https://prezi.com/p/tmconlztigtv/#present>  
“First Things First”  
Under “Monotype”



**Demonstration (5 minutes)** Demonstrating the steps to making a monotype print.

**Work Time (25 minutes)** Students will have time to work on several monotype prints. Warnings will be given at 15, 10 and five minutes from clean-up time.

### Clean-up (10 minutes)

- 
- Teacher explains the instructions of clean-up (3 mins):
    - ◆ Put back materials on “buffet” table
    - ◆ Put away one’s own material
    - ◆ Put away one’s work in one’s envelope if it is dry. If not: put it in drying area.
    - ◆ Everyone should be participating
  - Clean-up (7 mins)

## LESSON 4: EXPLORING RELIEF AND MONOTYPE

Learning Objectives	Achieved	Satisfactory	Needs Improvement
Create at least 6 prints that are unique to you.	Student successfully creates 6 prints demonstrating knowledge of the techniques shown.	Student creates less than 6 prints but more than 2 demonstrating knowledge of the techniques shown.	Student successfully creates 6 prints demonstrating knowledge of the techniques shown.
	The prints are unique to the student.	The prints are unique to the student.	The prints are unique to the student.
	2 pt	1 pt	0.5 pt
Manage your time successfully	Students finished 4 prints in time.	Students finished 4 prints in time with some assistance.	Students would not have finished in time without intervention and assistance.
	2 pt	1 pt	0.5 pt
Use combinations of techniques taught to you to create prints that are unique to you.	Used more than one combination.	Used one combination.	Did not use combinations.
	2 pt	1 pt	0 pt
			/6pt

# LESSON 5 MAKING OUR JOURNAL

## Questions of Inquiry

- Now that I have learned about these different kinds of printmaking techniques and experimented with some I can think of which of my experiments worked out and which didn't. Which of the prints I produced did I like the best? How did I make them look the way they did?
- How am I going to use what I learned in making the prints I will be making today?
- Will I use more than one of the techniques learned? If so, which ones? How will I use them together? To what end?

## Competencies

### Cross-curricular competencies

- ☐ *To use Information*
- ☐ *To solve problems*
- ☐ *To use Creativity*
- ☐ *To construct his/her Identity*

### Visual Arts Competencies

To produce individual works in the visual arts.

To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates.



## Rationale

This lesson provides a quick review of the intention behind this unit plan, which is to introduce students to the idea of a visual journal or diary to track experiments with certain mediums (in this case, printmaking). The review of artworks shown is meant to motivate and inspire students to create unique front and back covers for their journals. The process of finalizing and binding their visual diary will hopefully crystallize the unique creative point of view students have developed through their experiments with printmaking,

*In whatever ways students decide to be creative, they will need to appreciate their own distinct perspectives and will need to learn to express those distinctive aspects of themselves in skillful and powerful ways that others can appreciate.”  
(Hanchette & Hertz, 2011, p.34)*

## Learning Objectives

- Manage your time successfully.
- Decorate front and back covers.
- Bind prints and covers together to make a book.



## Lesson Sequence - Class 1

**Pre-class setup (instructor)** Prepare materials “buffet” which should include:

- Pre-cut and punctured covers
- Pipe cleaners for binding
- Markers, construction paper, white paper scissors and glue for decorating

### Introduction (5 minutes)

- Review of some artworks to inspire students for their covers.

### Demonstration (10 minutes)

Demonstrate binding the book and show materials available to decorate covers.

**Work Time (40 minutes)** Students will have time to work on binding their books and decorating their covers..

### Clean-up (5 minutes)

- Students put unused materials back on buffet table.

## Materials

- Envelopes
- Pre-cut & perforated covers
- Piper cleaners
- White 8.5x11 sheets of paper
- Scissors & Markers





## Lesson Sequence - Class 2

**Pre-class setup (instructor)** Prepare materials “buffet” which should include:

- Pre-cut and punctured covers
- Pipe cleaners for binding
- Markers, construction paper, white paper, scissors and glue for decorating

**Introduction (5 minutes)**

- Review of some artworks to inspire students for their covers.

**Demonstration (5 minutes)** Review binding process and show materials available to decorate covers.

**Work Time (25 minutes)** Students will have time to finalize their book.

**Clean-up (5 minutes)**

- Students put unused materials back on buffet table.

**Discussion:** Each student will have a chance to discuss their experiments. They will be able to share with their peers, ask each other questions and speak to what they have learned about printmaking.





LESSON 5: MAKING OUR JOURNAL			
Learning Objectives	Achieved	Satisfactory	Needs Improvement
Decorate front and back covers.	Student decorated both covers in a way that made the book look finished.	Student decorated both covers.	Student partially decorated both covers.
	2 pt	1 pt	0.5 pt
Manage your time successfully.	Students finished in time.	Students finished in time with some assistance.	Students would not have finished in time without intervention and assistance.
	2 pt	1 pt	0.5 pt
Bind prints and covers together to make a book.	Book holds together and pages can be turned.	Book mostly holds together and the pages mostly can be turned.	It is difficult to turn pages and the book does not hold together..
	/2pt	1 pt	0.5 pt
			/6pt

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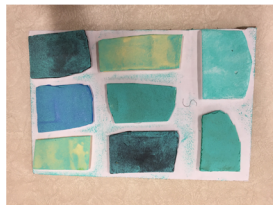
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# STUDENT ARTWORK



# & PROCESSES

