



A Printmaking Residency Lesson Plan

Grades: 5-8

Subject: Visual Art

Time Required: 1 class period per day for 5 days

Author: Art & History Museums-Maitland

Lesson Overview: Students will learn a brief history of printmaking and its connection to the Art & History Museums–Maitland. They are introduced to examples of various prints made by J. André Smith, founder of the Maitland Art Center, as well as other well known artists such as Albrecht Dürer, Rembrandt, Pablo Picasso and Andy Warhol. They will learn that a print is a reproducible medium. The idea of creating a copy will be taught through the simple process of monoprinting. As the week progresses, students will explore a styrofoam relief printmaking technique, specifically reduction printmaking. At the end of the week, students will compile their prints into a book made from envelopes to take home. and share with others. They can also trade prints with their classmates to put in their book.

Learning Objectives:

Students will be able to:

- Define basic printmaking terms.
- Observe works of art and assess the medium type.
- Experiment with design and forms.
- Understand that a relief print is a reverse of the printing plate.
- Collaborate with fellow students.
- Older students will understand the idea that one-of-a-kind art pieces are more valuable than multiples. This idea helps them understand why prints are signed and numbered.

Tools & Materials

Styrofoam plates
Pencils, paint brushes, Q-tips
Copy paper for drawing and design
Cardstock for final printing
Printing Ink
Brayers
Painter's tape
Envelopes & string/yarn
Hole punch

Day One Steps:

1. **Tape:** Students will tape a rectangle the size of their paper onto their tray using painters tape. They will then tape a second rectangle inside the first creating a border. [The larger rectangle is used to register the paper when printing. The smaller rectangle is removed just before printing to create a clean, sharp edge on the printed image.]
2. **Draw:** Using a variety of tools, such as pencils or Q-tips, students can try out all different types of mark making in the ink. [The bigger the variance in types of marks, the better the printed image usually looks.]
3. **Print:** After the image is completed, the smaller tape rectangle can be removed. Paper is placed over the ink, and burnished lightly. [A ghost image can sometimes be printed as well.]

Day Two Steps:

1. **Design and draw:** Students will begin by drawing their design on a piece of paper, cut to the same size as their printing plate
2. **Trace:** Students will lay their paper design over their printing plate and firmly trace **only the outside silhouette lines** of their design onto the styrofoam.
3. **Re-trace lines:** Making sure their lines are deep enough on the styrofoam, students will go over the lines on the printing plate with their pencil.
4. **Inking the plate:** Students will coat a brayer with ink and roll it over their plate making sure to adequately cover it with an even layer of ink.
5. **Printing:** Students will place their plate over their printing paper and burnish or "massage" the plate to ensure the ink is transferring to the paper in all areas.
6. **Pulling the print:** Students will slowly lift the plate off of the paper to reveal their print.
7. **Assess and compare:** Students will assess if their lines were deep enough, if they used enough or too much ink, and if there are changes or details that they want to make to their plate.
8. **Repeat:** Students will make 4 prints of their design, including at least one Ghost Print. [A ghost print is a second print made from the ink remaining on the plate. It will be softer and more transparent].
9. **Clean:** Students will wash of their plates to use on the next day.

Day Three Steps:

1. Students will now add the details to their design onto the foam plate by using their drawing to trace the lines or they may choose to draw them freehand. They may also add background patterns such as cross-hatching, parallel lines, or dots.
2. Following Steps 4-8 from Day Two, but using a different color, students will now print on top of their silhouette prints.
3. Students will make 4 prints of their design.
4. Students will wash off their plates for use on the next day.

Day Four Steps:

1. Students will cut away the background of their plate leaving only the main subject. Depending on the theme, the students may choose to cut away only a portion of their image, such as the beak to a bird, the wings to a butterfly, etc.
2. The printing process will be repeated with the final cut-out pieces using a third color. Students will be encouraged to be mindful of their design and how the colors will blend.

Day Five Steps:

1. Each students will each receive 4 envelopes.
2. Using a glue stick, they will glue the envelope flap of one envelope to the backside of another envelope, making sure all envelopes are lined up.
3. The envelopes will then be folded in accordion style so that every other one goes a different direction. The first envelope should be closeable serving as the cover of the book.
4. Using a hole punch, students will then make a hole at the edge of the triangle fold on the first envelope.
5. Finally, a piece of ribbon or twine will be looped through the hole to create two ties. The ties can be wrapped around the book and tied in a knot or bow.

We will address the following standards during our outreach:

1. National Core Arts Standards for the Visual Arts

- ***Enduring Understanding:*** Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.
- ***Essential Questions:*** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
K-8th grade; VA: Cr2.1.Ka,1a,2a,3a,4a,5a,6a,7a,8a

2. Florida State Standards for Visual Arts

Big Idea: Skills, Techniques and Processes

- ***Enduring Understanding:*** Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
K-8th grade; VA.K.S.2, VA.1.S.2, VA.2.S.2, VA.3.S.2, VA.4.S.2, VA.5.S.2, VA.68.S.2

Big Idea: Historical and Global Connections

- ***Enduring Understanding:*** Through study in the arts, we learn about and honor others and the worlds in which they live(d).
K-8th grade; VA.K.H.1, VA.1.H.1, VA.2.H.1, VA.3.H.1,VA.4.H.1, VA.5.H.1, VA.68.H.1