



CREATE A BLOCK PRINT

Grades: 3 - 4

Visual Arts lesson: Printmaking

Time required: 3 hours

Featured Exhibit

“Making an Impression:
The Anatomy of a Print”

Featured Artworks

Marilyn by Andy Warhol
Serigraph 1964

Visual Sample 1, page 5

Girl in Divan by Pablo Picasso
Lithograph 1951

Visual Sample 2, page 6

Monoprint I by Amy Royer
Monoprint 2007

Visual Sample 3, page 7



Additional Visual Resources

Color wheel, Visual Sample 4, page 8

Lesson Overview

Students will look at three examples of printmaking and view and discuss the samples and learn about the technique used to create the art. Students will then create their own original print. Students will generate a design using shape and line, create a block, and print their block by applying ink to and pressing it onto paper.

Lesson Objectives

- A. Students will employ easy-to-use materials and techniques in an introductory printmaking lesson.
- B. Students will become familiar with the process of collagraph relief printmaking by following these steps:
 1. Preparing a plate by creating a pattern on a rigid surface.
 2. “Inking” the plate by applying color.
 3. Pulling a print using pressure to lift the color from the plate.
 4. Students will understand the benefits of being able to produce multiple prints using different colors.
 5. Students will select and arrange shapes to convey an idea or expression that is meaningful.

Vocabulary

collagraph: an original handmade print pulled from a plate that was constructed by gluing textured materials to a hard board surface.

block: any surface that is created with raised areas that you can apply ink to and stamp or press onto paper

registration: lining up the block and carefully centering onto the paper to print.

complimentary colors: colors that are opposite one another on the color wheel (red + green, blue + orange, and purple + yellow). When mixed together they create a neutral color (brown). When used next to each other they are visually dynamic.

Supplies

- 1 piece of cardboard 5x7 inches
- 1 piece of craft foam 5x7 inches
- scissors
- glue
- paint or printing ink
- black Sharpie marker
- colored paper
- white paper 3x7 inches
- paint brush
- 1 piece newsprint 9x12 inches



View and Discuss

Look at the three visual samples. Compare and contrast the prints, their subject matter and date they were created. Discuss how the artists chose to use color in their artwork. Discuss the processes used to create the prints.



Left
Monoprint I
Amy Royer, 2007
Top
Girl in Divan
Pablo Picasso, 1954
Right
Marilyn
Andy Warhol, 1964



Create an Original Print

Warm Up: On a large piece of blank newsprint, use a Sharpie marker to draw one simple shape in a variety of sizes five times. Spread the shapes out across the paper. Next, use the pen to carefully draw a horizontal line across the paper. Continue to draw lines, repeating the process. When your line encounters the shape, draw around the shape. Draw the lines slowly, trying to carefully space them and make them as straight as possible.

Step one

Create a line: On a piece of white paper, 3x9 inches long, draw a simple line with a marker. Any kind of wiggly line will work. Try a zigzag or wavy line. Draw the line through the middle of the paper. Use scissors to cut through the line.

Step Two

Create a printing block: Use the cut paper as a stencil. Use the black marker to trace the line onto the foam several times, working from the top to the bottom.

Step Three

Use scissors to cut along the traced lines, creating several shapes.

Step Four

Glue and print: Carefully arrange the foam pieces onto the cardboard and glue.

Step Five

After the glue has dried, use a paintbrush to apply paint to the block. Apply the paint or ink to raised foam pieces.

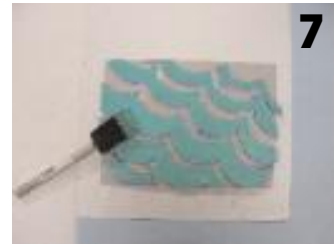
Step Six

Take a piece of colored paper and lay it on top of the wet block. Rub the back of the paper. Pull off the paper to reveal your print.



Step Seven

Try repeating this process several times. Try different colors of paint and ink. Choose two different colors of paint and try using complimentary color of paper to print on.



Step Eight

Sign, Number and Display your work: After your prints have dried, use a pencil to sign and number your prints. Look carefully at the visual samples to observe how artists typically sign their prints. Mount your prints on a larger piece of colored paper for display.



Evaluate: As a group, look at the finished prints. Look for examples of student work that demonstrate outstanding printmaking techniques. Look for outstanding examples of registration. Look for examples that demonstrate good use of complimentary colors. Ask students to describe the feeling that each choice of color compliments conveys.

Follow-up Activity: Have students write brief artists' statements about their prints. Have them describe the steps they followed to create their work. Ask them to identify their choices of colors, their reason for the choices, and the feelings they think their prints convey.

Standards Addressed

Idaho Humanities Performance Standards – Visual Arts

Goal 1.1: Discuss the historical and cultural contexts of the visual arts, Objectives 1-3

Goal 2.1: Conduct analyses in the visual arts, Objective 5

Goal 3.1: Demonstrate skills essential to the visual arts, Objectives 1-4

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills, Objective 2

Goal 3.3: Communicate through the visual arts with creative expression, Objective 1

Visual Sample 1

Marilyn

Andy Warhol

Serigraph 1964



Visual Sample 2

Girl in Divan

Pablo Picasso,

Lithograph 1951

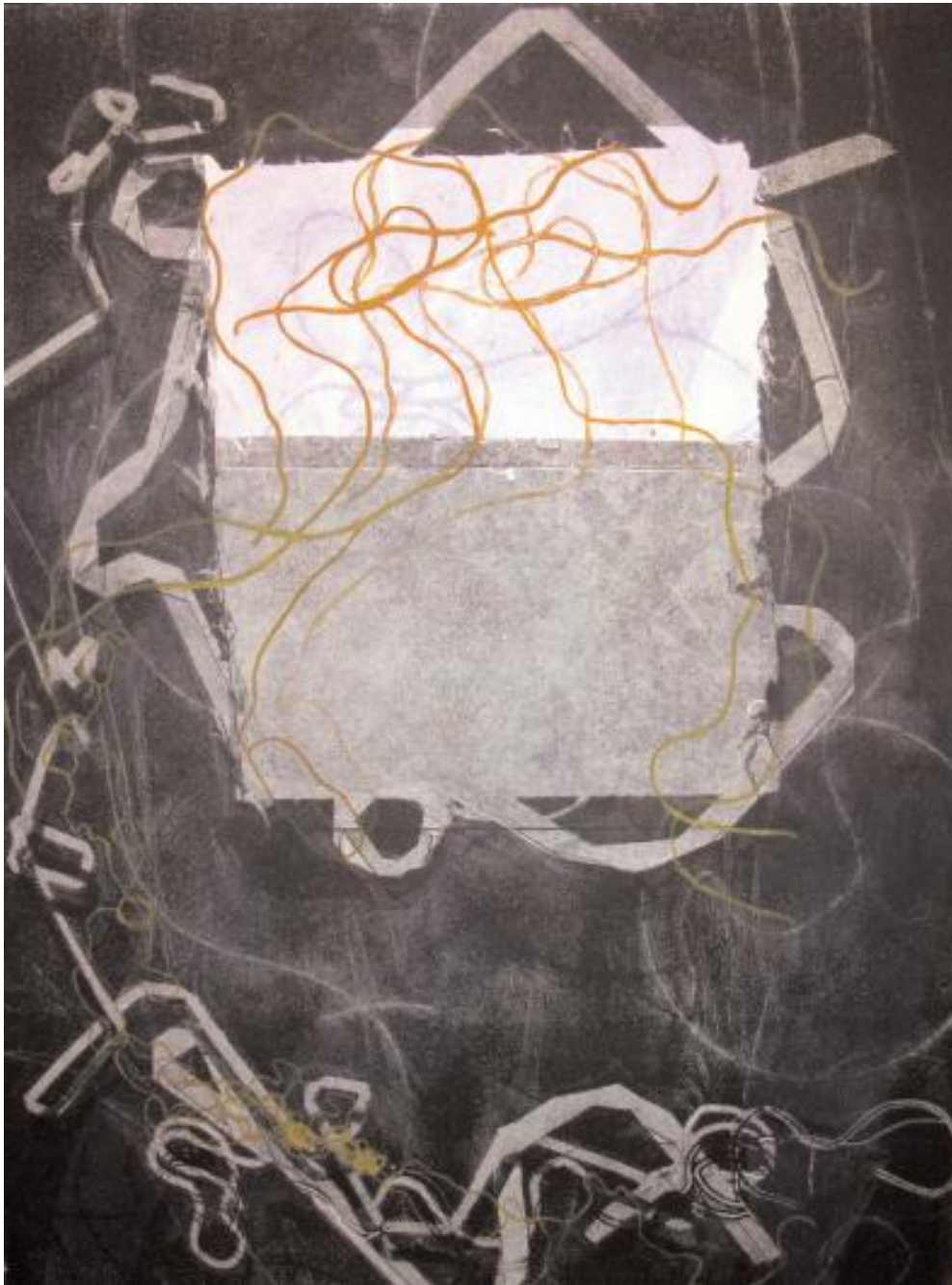


Visual Sample 3

Monoprint I

Amy Royer

Monoprint 2007



Visual Sample 4

Color Wheel

