

Lesson Title: Monoprinting with Liquid Water Color



Teacher created examples of monoprints

Grade Level: Middle Level, Target Grade 7

Background: Unlike most printmaking, where many identical original prints are made from a printing plate, monoprints are one-of-a-kind prints. The artist uses the same printing plate over and over, but each application on the printing plate produces a new and different print. Many effects can be achieved in monoprinting that are not possible with other printing techniques.

National Art Content Standards:

Create VA: Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods and approaches in creating works of art or design.

Create VA:Cr3.1.7a Reflect on and explain important information about personal art work in an artist statement or another format.

Respond VA: Re7.2.7a Analyze multiple ways that images influence specific audiences.

Learning Objectives/Goals/Essential Understandings

Students will learn the history of printmaking techniques and the language of printmaking. They will be introduced to monoprints made by artists Andy Warhol, Henri Matisse and Jay Ryan. Students will create monoprints that result from their understanding of graphic reversal and abstract design. Students' monoprints will result from learning to prepare printing plates, applying liquid water color to the plates for their designs and successfully pulling prints. Students will investigate printmaking in their own cultures and become more aware of printmaking in advertising, clothing design and political campaigns. Students will apply previously learned design skills and use the principles of design and elements of art as they create their abstract monoprints. Essential understandings include the process of monoprinting and graphic reversal. Students will

have the opportunity to apply liquid water color in a variety of ways to create many different prints. Upon completion, students will embellish their monoprints with liquid metal markers and other drawing media. Students will constructively critique their monoprints in small groups and complete a written statement explaining their understanding of the mono printing process and how printmaking is used in advertising to influence intended audiences.

Vocabulary (Language Demands)

monoprint -- a one-of-a-kind print created when paper is pressed down on a surface that has been decorated with printing ink or paint

graphic reversal – the mirror image of a design that results when a print is pulled from the plate

printing plate – the material used to apply the media for pulling prints *abstract* -- art that explores the relationship between shapes and colors, rather than traditional representation of recognizable images

mixed-media -- using a variety of media to create a work of art

principles of design – harmony, balance, scale, proportion, emphasis, contrast

elements of art – color, shape, texture, space, form

Materials: (Sargent Art Products are noted with product numbers)



#22-0501 White Board or Sheet Protectors



#22-6022 6 pcs. 1 oz. Washable Watercolor Magic Boxed Set



#98-8916 Paint Storage Tray 6 jar tray,empty with screw top caps



#22-1002 4 oz. Plastic Spray Bottle



#22-1001 12 ct. Plastic Eyedropper Pipette Assortment



#22-1403 8 g. Washable Glue Sticks box



#56-3103 40 ct. Round Brush Best-Buy Set



#56-3001 6 ct. Flat Assorted Set



#56-3003 3 ct. Round Assorted Set



#56-4000 20 ct. Jumbo Brush Canister, plastic handle



#22-1501 10 ct. Glitter Gel Pens



#22-1506 6 ct. Metallic Medium Point Peggable Carton



#22-1531 10 ct. Classic Broad Tip Markers

masking tape, printing paper, water cups, paper towels

Time: 4 lessons, 50 minutes each

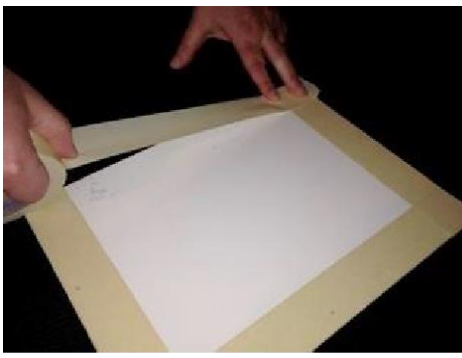
Lesson Introduction and Motivation:

Teacher introduces students to the art of printmaking. Teacher gives a brief history of printmaking, including monoprints by artists Jay Ryan, Andy Warhol and Henri Matisse. Students learn about the invention of the printing press by Johann Gutenberg in 1450. Students view several contemporary artworks created through the printmaking process (advertising examples for clothing, entertainment and political events). Students work in small groups and write their responses to the following questions: Why is printmaking an important art form? How do artists use their prints to influence specific audiences? Why is each print in an artist's edition considered an original work of art? How are monoprints unique from other forms of printmaking?

Procedure:

Lesson 1

Teacher introduces new vocabulary and clarifies definitions with students. Students are encouraged to use these art terms as they progress with the lesson. Teacher presents several monoprints to students, including teacher samples of abstract design monoprints using liquid water color. Teacher explains graphic reversal, the spontaneity of monoprinting, the many possibilities of layering colors and the process of embellishing. Small group activity includes responding to the questions in the above introduction. Students receive white boards and teacher demonstrates taping a border to create a printing surface. Assessment for Lesson 1 is an exit slip asking students to match new vocabulary with definitions.



Lesson 1 White boards / sheet protectors are taped to define the printing surface.

Lesson 2

Teacher and students prepare a summative assessment rubric for the lesson. Following a teacher demonstration of applying glue stick to the printing surface of the white board (to prime the printing surface) and demonstrating application of liquid water color for printing, students prepare their boards, apply liquid water color to their white board printing plates and pull monoprints. Liquid water color is applied to the printing surface using brushes and eye droppers. Designs may be etched with craft sticks. Teacher reviews warm color, cool color and neutral color combinations. Teacher encourages students to work from light to dark colors and to print over first-pulled prints to create layers of color and depth in the monoprints. Students may wash their white board plates with a spray bottle and paper towel, remembering that the clean boards must be covered again with a glue stick. Assessment for Lesson 2 is a short written reflection showing understanding of the monoprint process that was introduced and practiced in the lesson.



Lesson 2 Glue stick is applied to the printing area. This necessary step prepares the white board to accept and hold the liquid water color.



Lesson 2 Liquid water color is applied to the printing surface using brushes and eye droppers. Designs may be etched with craft sticks.



Lesson 2 Monoprints are pressed and pulled by hand.

Lesson 3

Teacher demonstrates embellishing the dried monoprints with a variety of drawing media, including liquid metal markers, glitter gel pens and permanent markers. Additional water color may be added, as well. Students are given time to work in small groups and critique each other's monoprints to discover images and designs that will enhance each monoprint in a unique way. Students work independently to embellish their prints.

Assessment for Lesson 3 is a partner activity. Student partners explain graphic reversal to each other and compare/contrast each other's embellished prints. Each student is required to write two positive comments about the partner's monoprints.



Lesson 3 Dried monoprints may be embellished with additional water color, liquid metal markers and other drawing media.

Lesson 4

Teacher creates a display of monoprints. Each student selects two of his/her monoprints to be included in the display. Students view the monoprints display and discuss how art can beautify a space. The assessment for Lesson 4 is students' reflection on what they have learned and completion of a written statement explaining their personal achievements and understanding of the monoprinting process. They address the following questions: What have I learned about the printmaking process? In my opinion are my monoprints successful? Why or why not? What will I do differently the next time I create monoprints? Did I use a variety of media to embellish my monoprints? Students complete the summative rubric prepared in Lesson 2.

Summative Assessment:

Level Three (Target) Ten or more monoprints were completed and embellished. The artworks convey excellent understanding of the monoprint process and abstract design. Many paint applications were used. Layering of color is evident in many prints. All monoprints are carefully embellished with a variety of media. Each monoprint is original and addresses the principles of design. Craftsmanship is excellent. Student handled

materials with confidence. The monoprints show a high degree of hard work to achieve desired visual effects. Cooperation and care of materials during the lessons were outstanding. Student completed formative assessments for each lesson.

Level Two (Satisfactory) – Five to nine monoprints were completed and embellished. The artworks convey good understanding of the monoprint process and abstract design. At least two paint applications were used. Layering of color is evident in some prints. Some monoprints are embellished with a variety of drawing media. Each monoprint is original and there is some attention to the principles of design. Craftsmanship is good. Student handled materials with confidence. The monoprints show good work in achieving a variety of desired visual effects. Cooperation and care of materials during the lessons were good. Student completed formative assessments for each lesson.

Level One (Developing) Fewer than five monoprints were completed and embellished. The artworks convey minimal understanding of the monoprint process and abstract design. Minimal paint applications were used. Layering of color is not evident. Some monoprints were embellished with drawing media, but with little thought to the principles of design. Craftsmanship is careless. Student lacked confidence in handling materials. The monoprints have not achieved desired visual effects. Cooperation and care of materials during the lessons were poor. Student did not complete formative assessments for each lesson.

Extension Activity:

Students may use their monoprints to create collage art. They may combine sections of selected monoprints with other images and text to visually express a positive idea about the environment or the school community/culture. Follow-up lessons to monoprinting will include collagraph and soft-cut linoleum block printmaking.

Resources/References: www.monoprints.com (history of monoprints and printmaking)

www.christies.com/matisse/printmaker.aspx

www.thebirdmachine.com (Jay Ryan)

<http://www.warhol.org/collection/aboutandy/biography/>

http://www.getty.edu/education/teachers/building_lessons/principles_design.pdf
(principles of design)

http://www.getty.edu/education/teachers/building_lessons/elements_art.pdf (elements of art)

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