

Liz Egan, Westbrook Middle School

Reduction Block Printing

Middle School Lesson Plan (adaptable)

GOAL:

To gain an understanding of relief printmaking methods and techniques, specifically block printing

OBJECTIVES:

1. Students will understand vocabulary and techniques of printmaking.
2. Students will create a limited edition of 3-color notecards/prints using the reduction method.
3. Students will evaluate their own and others work as a tool in furthering their understanding.

CONTENT STANDARDS:

- CT VA1: Students will understand, select, and apply media, techniques, and processes
- CT VA2: Students will understand the elements and organizational principles of art.
- CT VA3: Students will consider, select, and apply a range of subject matter, symbols, and ideas.
- CT VA4: Students will reflect upon, describe, analyze, and interpret art.
- CT VA6: Students will make connections between the visual arts, other disciplines, and daily life.

ORGANIZATION:

The project is divided into 12 – 45 minute long classes as follows:

Day One: Overview of Printmaking and Vocabulary; Relief, Intaglio, Block Printing, Edition, Brayer

Day Two: Thumbnail Sketches; Demonstrate traced and original design development

Day Three: Finish thumbnails; one-on-one critiques with students; color separation and shape

Day Four: Demonstrate transfer to block and use of block carving tools; students begin carving process

Day Five: Demonstrate printing of first color; Registration techniques; Students print Color #1

Day Six: Carve Away “White”; Print Color One; Carve Away Color “One”; Introduce PRINT LOG

Day Seven: Carve Away Color “One”; Print Color # 2; Reinforce PRINT LOG

Day Eight: Carve Away Color “Two”; Print Color # 3; Reinforce PRINT LOG

Day Nine: Carve Away Color “Three”; Print Color # 2, 3;

Day Ten: Demonstrate edition signature; Mat and Mount; Students mat two finished pieces; attach completed rubric, thumbnail sketches, print log, two matted works, and remaining pieces of edition.

Day Eleven, Twelve (as needed): Final print and mount. Extension activities for early birds. Students who finish very early can start a new one on the back of their block (most E-Z Cut blocks are double-sided.)

MATERIALS:

9” x 12” Drawing paper (for thumbnails)	Ebony Pencils	Vinyl Eraser
9” x 12” Tracing paper cut into halves	Bench Trays	E-Z-Cut 4” x 6” Blocks (3/8” thick)
Block Printing Inks (assorted colors)	Brayers	Linoleum Carving Tools
Assorted blades for linoleum carving tools	newspaper	craft sticks or spoons

Pre-cut oak tag of purchased “notecard” papers, (do not pre-fold);

Make your own cut notecard = 10” x 7” keep flat when printing, fold and trim as part of mat process.

(NOTE: Each student makes 2 prints on 7” x 9” oak tag in addition to 6 notecards. The prints are more easily mounted – one for school display, one for student “final”. You may choose to do the entire edition on the 6 pieces of pre-cut oak tag. For best results, edition should be at least 6-8 sheets)

INITIATION/DEMONSTRATION:

Preset a table with all materials. Write the materials list of vocabulary on the board and keep it present during the unit. During daily demonstrations, explain each step of the process. During student production, provide individuated instruction and demonstration, check for understanding, and encourage refinements.

INSTRUCTIONAL TIPS

- Each day of printing I post a different seating chart so students who are printing are clustered.
- If I have enough time to assist with a preset of that day's class I cover a portion of the tables reserved for printing with newspaper. Make sure each student has PLENTY of room so that printing papers do not get smudged.
- Two students can share bench tray with ink and brayer if they are using same color – setting up color stations is a good approach. I usually keep two students with the same color on a table “corner”
- Preparing the papers before printing is very important and makes the registration easier. Have students trace their block lightly on all their papers and write their name on back of each sheet.
- I encourage students to keep a damp paper towel and a dry paper towel near their work site, but not touching print papers or print area. Remind them to wash hands between prints or before handling print papers. This will keep their prints clean.

PRINT LOG (see attached)

Student should complete the log as they go, at least one day in advance so they refer to it during the printing process. This will let them know that they are staying on track as well as reinforce the process of the reduction print.

CLEAN-UP:

Each student is responsible to clean their block, bench tray, and brayer – wash, dried and put away. Each student, working in groups by table, helps to discard newspaper, and wash tables if needed. For carvers, each student cleans own area, throw away carvings, put away tools, put away block/portfolio

CLOSURE:

Each day summarize the day's activities with general comments and tips for continued success. Ask students to state what their next step is (carve color one, print color three, etc.) so you can arrange print tables and seating.

ASSESSMENT:

Students should complete self-assessment rubric upon completion of project. (See attached.) In addition, I include vocabulary from the unit on a final exam that I give at the end of the quarter.

Liz Egan, Art Teacher
Westbrook Middle School
154 McVeagh Road, Westbrook, CT 06498
legan@westbrookctschools.org
webpage: <http://www2.westbrookctschools.org/wms/teachers.php>
(860) 399-2010