

# ART



## PRINTMAKING

Creating Prints From Nature

Subject Area: Art  
Grade: 5



### General Learner Outcomes

#### Level Three - Grades 5&6

Students will:

#### REFLECTION

- Component 1 - Analysis: Study and analyze the individual character of natural objects or forms
- Component 2 - Assessment: Impose standards on designed objects and invent improved versions.

#### COMPOSITION

- Component 8 - UNITY -Create unity by integrating the parts of a composition into the whole.

#### EXPRESSIONS

- Component 10 - MEDIA AND TECHNIQUES: Use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, printmaking, sculpture, fabric arts, photography and technographic arts.



### Specific Learner Outcomes

Students will learn:

#### REFLECTION

Component 1 - Analysis:

- Natural forms can be examined for less visible characteristics.
- A form can be examined analytically to see how the whole is composed of its parts.
- Natural forms reveal many different structures.

Component 2 - Assessment:

- Criteria are necessary for the evaluation of designed objects.
- Improved designs can be conceived for any object

### COMPOSITION

Component 8 - Unity:

- D. Attention should be given to well-distributed negative space, as well as to the balance of positive forms.
- E. Interesting negative space complements and binds the positive areas into an harmonious whole.

### EXPRESSIONS

Component 10 (iii) - MEDIA AND TECHNIQUES:

Students will:

- C. Print Making
  - Further explore print-making materials and their uses and effects.
  - Continue to use print-making techniques learned in lower grades.
  - Make prints by using incised surface
  - Apply printing techniques to composition, including block-out techniques, combination of types of printing, and use of more than one colour.



### STUDENT LEARNING OBJECTIVES

Students will:

- Learn natural forms can be examined for less visible characteristics
- Learn a form can be examined analytically to see how the whole is composed of its parts.
- Learn natural forms reveal many different structures
- Learn criteria are necessary for the evaluation of designed objects.
- Learn improved designs can be conceived for any object
- Learn attention should be given to well-distributed negative space, as well as to the balance of positive forms.
- Learn interesting negative space complements and binds the positive areas into a harmonious whole.
- Further explore print-making materials and their uses and effects.
- Make prints by using incised (mark or decorate) surface
- Apply printing techniques to composition, including block-out techniques, combination of types of printing, and use of more than one colour.



### ASSESEMENT

**Students will provide evidence of learning by:**

- Creating a balanced print (balance of positive and negative space) by the choice in placement of objects collected from a Wetland on their printing plate
- Using paint to apply color to the print plate to create a print



### MATERIALS

- Assorted leaves and found objects from a Wetland
- Paint brayer (foam paint roller), paint brushes
- washable paint
- White glue
- Wax paper
- Styrofoam trays, plastic lids or brown paper for printing process
- Cereal box (supplied by students to use as printing plate)
- 8 1/2 x 11 computer printing paper
- [Printing From Nature](#)
- [Print at Home Using Household Objects](#)
- [How to Draw and Paint: Positive and Negative](#)



### LEARNING RESOURCES

Alberta Education Program of Studies

### STUDENT ASSIGNMENT and TEACHER INSTRUCTIONS:

A fun experience in Grade 5 Science is when students learn about wetland ecosystems where students study life in a local pond, slough, marsh, fen or bog. These areas are often found on a local farm, and farmers must avoid these areas for protection of the wetland, and because it is too difficult to use them for agricultural purposes.

Leaves and other found objects available in Wetlands, which are fairly flat, are fantastic for printmaking. There are so many shapes and sizes to choose from with leaves, and the veins create such interesting lines. When choosing leaves, study and analyze the leaf details, looking for shapes with more prominent veins, as they make the best prints. It is pretty amazing how things found in nature can be used in pieces of artwork. As students find things in nature, they must realize the delicacy of some leaves as they may dry out or wilt. This makes the project somewhat time-bound. Pressing delicate items in folded wax paper and placing it in a book overnight may be essential for some items to maintain their shape for the project. It would be recommended to be prepared to press delicate leaves while at the Wetland. Wax paper can be folded and placed in a book to take along. Making the monoprint the day after collecting leaves and other found objects will make the process easier as the pressed items will stay flattened.

#### View:

The following videos demonstrate 2 printing processes. Students will see how nicely the texture and line in the leaves are illuminated by the printing process as well as see a way to incorporate found objects in their artwork. They must consider placement of leaves and found objects from the Wetlands to create overall balance in their print. View the videos before going to the Wetland so students have an idea of what they want to look for.

- **Printing From Nature** (10:28 minutes) - Explains the printing process with leaves or other found objects using washable paint
- **Print at Home Using Household Objects** (9:14 minutes) -Using watercolour paint or gouache paint
- **How to Draw and Paint: Positive and Negative** (2:19 minutes) -Explains the concept of positive and negative space in art, considering overall balance of space

### Project instructions:

If more fragile leaves are chosen for the project, press the leaves by folding a piece of wax paper in half and carefully place the leaves inside. Put the folded sheet of wax paper inside a book to store until used in the printing process.

### Day one, prepare printing plate:

- Students cover their workplace surface top for protection from glue and place on their work space (working in a group is good for sharing supplies):
  - Collection of leaves and found objects
  - Used cereal box
  - White glue
  - Old paint brushes
- Decide on the plate size and draw the frame outline on one side of the cereal box (a suitable size must fit on printing paper (8½ x 11 computer paper) leaving room for white space around the edges).
- Cut the cereal box side to the size chosen and drawn. Students must put their name on the back of their cereal box plate before proceeding to glue on objects.
- Discuss the objective of planning for balance in their printed image. Remember the printed image will be the reversal of the printing plate arrangement.
- Arrange leaves and found objects in a pleasing arrangement on the cardboard plate (make sure to consider the balance of positive and negative space).
- Once pleased with the arrangement, get teacher approval to paint the back of the objects with white glue to hold them in place for printing. Make sure glue is carefully spread to the edges of the objects being glued down. Leaf edges not glued down may break off in the printing process.
- Set completed printing plates to dry overnight under the weight of a book so they dry flat. Clean the workspace, making sure to carefully wash glue from the brushes with soap and water.

### Day two, printing:

- Students cover their workplace surface top for protection and set their plate out for painting. Set printing paper on the workspace so it is ready for printing.
- Choose paint colours if using a brush and place a bit of the colours chosen on a scrap of paper or used styrofoam tray that can be washed. Carefully take the paint to the workspace. (Use washable paint supplies you have available as a special paint is not needed)
- If you choose using one colour, and applying paint with a brayer (roller), setting up a printing station where students will take turns printing.
- In both printing techniques carefully move the painted plate to a clean area to print.
- Place printing paper on top of the plate and gently massage the paper so the paint adheres to the raised surfaces of the plate. Make sure to rub the edges so they are described by the paint.
- With one hand on the back of the paper carefully pull the paper free, pulling from the opposite side of the paper. If the printing plate items remain undamaged, more than one print can be made. Students may need to apply a bit more paint. Washing off the previously used paint may damage the plate beyond repair however.
- Set print to dry before signing in pencil on the front bottom right hand corner.
- Clean work space and thoroughly wash paint brushes or brayer used to apply paint.

### MARKING RUBRIC:

**Students will provide evidence of learning by:**

- Creating a balanced print (balance of positive and negative space) by the choice in placement of objects collected from a Wetland on their printing plate
- Using paint to apply color to the print plate to create a print

Use the space provided to make your comments in the category you have chosen for each criteria listed.

Criteria	Excellent	Proficient	Satisfactory	Limited
<b>Problem Solving</b> Evidence of understanding of the nature of the problem (assignment); employment of a solution suited to the problem; evidence of a strategy; conceptual investment.				
<b>Craftsmanship</b> Technical skill; mastery of procedures; evidence of care in articulation of form; finish of form for presentation; attention for detail.				
<b>Extensions</b> Evidence of boundary exploration (establishing of new boundaries) innovative; individual and unique ideas; approaches.				
<b>Craftsmanship</b> Technical skill; mastery of procedures; evidence of care in articulation of form; finish of form for presentation; attention for detail.				