

Print making

Australian Curriculum of Reporting and Assessment Authority strand:

MAKING:

- In making, students draw ideas from other artists, artworks, symbols systems, and visual art practises in other cultures, societies and times, to assist them in the creation of their art works. Students present their artworks in a variety of ways to engage an audience. They learn that audiences have different viewpoints about artworks and that many artists design their artworks in ways that determine how an audience responds. They can reflect on their artworks and adjust them to enhance meaning.
- Students use visual arts language to explain processes and aesthetic choices in their artworks. They make connections between their own art making and that of other artists and develop awareness of the role of visual arts professions in society.

General capabilities:

- Critical and creative thinking
- Personal and social capability
- Literacy

Cross- curriculum priorities:

Sustainability: exploring the qualities of materials that impact on the environment by selecting resources, considering their potential for recycling. (Paper focus)

In The Arts, the sustainability priority provides engaging and thought-provoking contexts in which to explore the nature of art making and responding.

Learning Outcome(s)/Standard(s):

Achievement standard: By the end of Year 6, students use skills, processes, materials and

technologies to create and display visual arts works. They plan, reflect upon, refine and document their visual arts ideas and processes. Students identify practices and viewpoints and their inter-relationship in visual arts works they view. They make connections between their own and others' artworks using visual arts terminology.

Students plan and record new ideas and select suitable processes, materials and techniques when developing visual arts works

Students will produce a print of their own, motivated by Gentenaar's early works. Students will reflect on their overall success in engaging with the task, by critiquing their own work and the work of peers.

Indicators

Students will mirror the technique used by Gentenaar in order to produce a print similar to the ones made by Gentenaar in his early career, before he created his sculptures.

Students will develop an understanding of the printmaking process, which will be reflected in the ability to engage correctly in the method and follow the steps provided.

Students will critically reflect on their work and comment on whether they felt they met the requirements. This will be reflected in their language use and which features they choose to discuss in the "market" at the end of the activity, where they attempt to "sell" their print to the classroom as an audience. (Observational notes will be taken)

Assessment: Criteria

Observation- students are seen to be analyzing the works of Gentenaar prior to the commencement of the task, looking closely at the process of printmaking.

Feedback given on own work and the work of others is reflective of an understanding of how to interpret and critically analyse artworks. Recorded audio from the "market" of prints displays the recognition of the art- making process as both developmental and expressive.

The print itself- the print that is produced shares features of those produced by Gentenaar in early years, illustrating that the correct procedure was followed in completing the class activity.

Background to the learning:

Students have researched Peter Gentenaar thoroughly, analyzing his background and works. Students are relatively new to the concept of print-making, having only seen examples by different artists in early years of primary school. Students will now develop an in-depth grasp of the print-making procedure, as an aspect of Gentenaar's life.

Lesson Resources:

- Pen/ pencil/ marker -Vegetable oil
- Linoleum block -Wooden spoon
- Tracing paper
- Transfer paper
- Safe linoleum cutting tool
- Printers ink
- Brayers
- Something to heat linoleum- microwave
- Blue painters tape
- Light box
- Mineral spirits

Content of Lesson:

A. Introduction

5 mins

Images of different prints are shown on the Interactive Whiteboard as students move into the classroom. (Slideshow). Images retrieved from:

www.printgal.net.au/page2.php

(Printmaker Gallery webpage, Brunswick st, Fitzroy)

“Before Gentenaar was a famous artist/ sculpture, he was involved in print making, working for a printing press”

“What is printmaking?”

B. Development

10 mins

Teacher shows students an example print, created earlier in the week (by the teacher). The print is of a desert landscape, in colours of reds and oranges with a clear foreground, middle

ground and background.

Visual thinking strategies:

“What do you notice about it?” (“What can you see? What more can you see?”)

“What might be involved in the print making process?”

“What materials might have been used in creating this print?”

C. Consolidation and Practice

40 mins

Students begin to create their prints.

Students draw an image on the linoleum, surrounding the theme of “environment”

The linoleum is heated and students begin carving out their images with the etching tool.

The raised, uncarved areas show a mirror image of the parts to be printed.

The cut areas are pulled from the backing and students begin inking their works, with a roller (brayer).

Once students have inked their works using the colours of their choice, the print is impressed onto paper, with the students applying pressure to transfer the prints appropriately.

Students engage in a “print- making market” stall activity where they have to discuss their print with students, in the hope to “sell” their print- they will talk about the image on the print and their inspiration for it, and comment on how it is representative of the environment (how does it relate?) They must comment on why students should purchase their print, making reference to its features and how they think its overall worth rates. (Prints are not for sale, students merely engage in the activity, deciding whether or not they would consider purchasing the print).

Half of the students in the class run the “stalls” at the market to begin with, while the other students are the customers. After 20 minutes, the students swap around.

D. Closure

5 mins

“How did you feel in completing this activity?”

“What do we need to make print- making successful?”

“Did you feel as though you could openly discuss your works... what kinds of things were

you telling other students about your work?"

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