

MONOTYPE PRINTING



Grade Level or class: Woodside Students, Secondary

NCAS Standards:

Artistic Process: Creating

Anchor Standard: Organize and develop artistic ideas and work.

Performance Indicators: Engage in making a work of art or design without having a preconceived plan.

Artistic Process: Connecting

Anchor Standard: Through artmaking, people make meaning by investigating and developing awareness of perception, knowledge and experiences.

Performance Indicators: Utilize inquiry methods of observation, research and experimentation to explore unfamiliar subjects through art making by being less representational in the printmaking process.

Project Summary and Rationale:

Monotype printmaking is an area of art that is often explored with little historical context. In this lesson students will be exposed to the works of Edward Degas, and newer works of practicing artists that are learning new ways to use the monotype printing process.

By seeing examples from Edgar Degas and watching a demonstration of a handful of printmaking techniques, students will gain a deeper knowledge of the world of printmaking.

Enduring Understandings

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Essential Questions

- What role does persistence play in revising, refining and developing artwork?

Knowledge Objectives/Learning Targets-

Students will:

- Know how to make a basic print with a gelli plate using the materials available.
- Understand that gelli printing is not the only way to make a print.

Materials: Thick drawing paper, newspaper, gelli plates, wipes, mark making tools, stencils, brayers, acrylic paint, tarp.

Resources: Powerpoint of images to flip through while students are working.

Vocabulary: Monoprint, value, brushes, brayer, ghost print, additive, subtractive, relief print.

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Motivation:

- Demonstration with corresponding ppt.

Lesson Sequence:

Introduction of the lesson:

- Greet students, take seats at tables or on floor, with tarp.
- Ask students if they've used gelli prints before.
- Demonstration.

Implementation of the lesson-

- Students can use the materials to make their own print, either a relief with a magazine image or regular with just paint and marking tools.

Closure of the Lesson

- Everyone shares their designs.

Differentiated Strategies:

- Modify tools and materials for use by students with disabilities.
- Adjust timelines to provide additional time for students with disabilities to complete work.
- Provide various means through which students with disabilities can communicate their ideas or questions.
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics.
- Provide varying means through which students can express what they have learned.
- Encourage students to explore various subtopics of a larger topic or issue.
- Identify student readiness and learning differences and modify instruction to meet varying needs of students.
- Have student work in group with defined jobs, allowing for writing and verbal abilities to share thoughts/opinions.

Assessment:

Formative: Student check-ins while they work.

Summative: A group sharing period at the end of class.