



## Landmark Linocuts

**Grades:** Middle (6-8)

**Themes:** Community, Relief Printing

**Duration:** 8 days (50 min class periods)

**Developed by:** Kristin Garrison

### ESSENTIAL QUESTION(S)

What locations make up our community? Why are those locations important to us?

**Enduring Understanding(s):** Communities are made up of a variety of locations that hold meaning to those that live in them. These locations can be important economic or political centers, or they may be landmarks that are unique to the community.

<b>OBJECTIVES</b>	<p>Students will be able to represent a physical location through a line drawing.</p> <p>SWBAT demonstrate safe printmaking practices.</p> <p>SWBAT explain why the location chosen represents their community to them through their written artist statement.</p>
<b>VOCABULARY</b>	<p><b>Brayer:</b> A hand-tool used historically in printing and printmaking to break up and "rub out" (spread) ink before it is applied to the block.</p> <p><b>Gouge:</b> A tool with a blade like a trough for cutting channels or grooves, used in creating different types of relief prints.</p> <p><b>Line Drawing:</b> A drawing done using only narrow lines, the variation of which, in width and density, produce such effects as tone and shading.</p> <p><b>Linocut:</b> Linocut is a printmaking technique, a variant of woodcut, in which a sheet of linoleum (sometimes mounted on a wooden block) is used for a relief surface.</p> <p><b>Linoleum:</b> A thick rubber material that the design is carved into, often mounted on a block of wood to keep it stable.</p> <p><b>Printmaking:</b> A method of art making in which an artist creates a master plate from which multiple images are made. The artist prepares the plate by cutting, etching, or drawing an image onto the plate. Ink is then applied to the plate and paper is pressed onto the plate.</p> <p><b>Relief Printing:</b> This is a type of printing made from a raised surface. These plates can be made from flat sheets of wood, linoleum, or Styrofoam. After drawing a picture on the surface, the artist uses tools to cut away the areas that will not print, or where the ink will not stick.</p>
<b>MATERIALS &amp; TOOLS</b>	<p>Newsprint, pencils, water-based printing ink, soft brayers for inking, linoleum cutter, easy cut linoleum blocks, inking plates, and beginner gouges, computer &amp; projector</p>
<b>RESOURCES</b>	<p><b>Art Making Resources:</b></p> <p><a href="https://artclasscurator.com/making-art-with-kids-block-printing">https://artclasscurator.com/making-art-with-kids-block-printing</a></p> <p><a href="https://kinderart.com/art-lessons/printmaking/block-printing-with-linoleum">https://kinderart.com/art-lessons/printmaking/block-printing-with-linoleum</a></p> <p><b>Artist Resources:</b></p> <p>"Place" <i>Art 21</i>, Season 1 (<a href="https://art21.org/watch/art-in-the-twenty-first-century/s1/place">https://art21.org/watch/art-in-the-twenty-first-century/s1/place</a>)</p> <p>Justin Favela, who creates piñata art around Latinx imagery and symbolic places (<a href="https://craftcouncil.org/magazine/article/pinata-pride">https://craftcouncil.org/magazine/article/pinata-pride</a>)</p>

<p>HOOK</p>	<p>Class discussion and mind map: What places are special in your community? Is it a park, a smoothie shop, or a landmark? Why are those places important? Is it because of a specific memory you have there? Or do you visit it so often that you've lost count?</p> <p>Teacher will share an example image of a special place in their town. This could be a local park, monument, restaurant, etc. Then the class will help brainstorm local landmarks for a class mind map.</p>
<p>PROCEDURES</p>	<p><b>Day 1- Introduction:</b> The teacher will introduce the project, as well the <i>Art 21</i> episode on place. As a class they will brainstorm what local community locations are important to them and create a class mind map. By the next class, students should come prepared with a reference image of their chosen landmark.</p> <p><b>Day 2- Thumbnail Drawing:</b> This day will introduce the idea of composition, which students will incorporate in their line drawings. Students will be tasked to create three quick sketches of their location from close up, medium range, and far away. The goal of this activity is to show students how perspective and composition can change an image. Students should then begin drawing their best composition on to paper cut to the size of the linoleum pieces they will use on Day 4.</p> <p><b>Day 3- Final Drawing:</b> Students will continue working on the drawings they began on Day 2. As the students prepare for carving, it may be beneficial for each students to create two drawings to show what both a positive and negative print would look like. By showing students what their drawings would look like if the line areas were dark and if the line areas were white, students are able to make a conscious choice around how they would like their print to look. This may also avoid issues later in the process, as it gives students a better idea of what their final print will look like. This day is an opportunity for the teacher to help students simplify their images if needed, and to assist students with choosing a positive or negative print. Any students that have not completed their drawing in class should do so as a part of homework, so everyone can start carving the next class period.</p> <p><b>Day 4- Carving Pt. 1:</b> This is the first day of carving, as hopefully all students has completed their line drawings. Before beginning carving, students will have to transfer their design to the linoleum block. The easiest way to do this is to have students blacken the back of their drawing with a pencil, and flip the paper over with their drawing in the center of the block. From there, students can trace their line drawing with a pencil and it will transfer onto the block. Have students darken or clean up lines as needed before they begin carving. The teacher will also need to provide a demonstration of proper carving techniques, and should ensure students are using proper techniques in order to avoid injury throughout the class periods with these tools. Students will work independently during this class period, with the teacher assisting when students need help transferring their image or with carving.</p> <p><b>Day 5- Carving Pt. 2:</b> This is the second class devoted to carving, though some students may be done by the end of Day 4. At the beginning of class the teacher should take time to show those students how to ink a plate using brayers and inking plates. For those students that have begun printing, the teacher should remind them that they have time to make edits to their blocks if they are noticing that the print is not looking as clean or as detailed as they would like. It is also up to the teacher to evaluate where students are in the process in order to ensure no one is falling behind, and to assist them with their process if needed.</p> <p><b>Day 6- Printing:</b> This class will be dedicated to printing, with all students moving from carving on to printing. At the beginning of class the teacher should take time to show the rest of the students how to ink a plate using brayers and inking plates. Those that finished printing on Day 5 are able to experiment with different inking colors, or will be able to begin their artist statement that will include why they chose this location. All other students will be working on making their prints and edits to their blocks as needed. Each student should show the teacher their completed set of works (number determined by the teacher, but 5 is good) before moving on to creating their artist statement for this project or other homework.</p> <p><b>Day 7- Printing Pt. 2:</b> This class is the last day with materials out, so by the end of the class period each student is expected to finish their series of prints. If they have not already begun, students should work on their artist statement. Their artist statement should include</p>

	<p>an explanation of why they selected their place, why it is important to their community, and what it means to them. Students should complete their artist statement as homework in preparation for Day 8.</p> <p><b>Day 8- Gallery Walk:</b> This lesson concludes with a class reflection and a presentation of the student's work. One way to do this would be to have a "gallery walk", when students walk around and look at the works created by their peers. Students could also verbally share something that they learned through the process or a part of their artist statement, which could help wrap up the lesson before moving forward in the unit.</p>
ASSESSMENT	<p>A rubric will be created to help ensure students understand what elements they are being graded on. Potential categories could be to evaluate their preparatory sketches of their chosen location, their use of safe carving practices, their artist statement, and their completed prints.</p>
STANDARDS	<p><b><u>National Core Arts Standards</u></b></p> <p><b>VA:Cr2.1.7a:</b> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p><b>VA:Cr3.1.7a:</b> Reflect on and explain important information about personal artwork in an artist statement or another format.</p> <p><b><u>Texas Essential Knowledge and Skills (TEKS)</u></b></p> <p><b>§117.202.c.1.A:</b> The student is expected to identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international</p> <p><b>§117.202.c.2.A:</b> The student is expected to create original artworks based on direct observations, original sources, personal experiences, and the community</p> <p><b>§117.202.c.4.A:</b> The student is expected to create written or oral responses to artwork using appropriate art vocabulary</p>
EXTENSION	<p><b>Here are some ways to display the student's prints that involve the community:</b></p> <ul style="list-style-type: none"> <li>- Have students set aside one of their prints to be used in a class mural. This could be done on colored paper or fabric to add color to the mural, or could be arranged in a type of pattern based on the locations chosen.</li> <li>- Students could print their designs on tote bags, t-shirts, or set aside extra prints to sell to the greater school community, like a parent's group. These funds could be used to fund a future art project or supply at the school, or for a community organization agreed upon by the students.</li> <li>- Students could open up a "pop-up gallery" at a local business ie: bank, Starbucks, etc.</li> </ul>