

Beyond the Soup Can, Thermal screen printing for classrooms Grade 5 (easily adaptable to multiple ages)

Ohio Standards Connections

Fine Arts: Visual Art

Creative Expression & Communication

Benchmark A:

Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms.

Indicator 2:

Explore different approaches to creating art (e.g. by artist, style, or historical period)

Benchmark D:

Use current available technology to refine an idea and create visual effects.

Indicator 5:

Use current available technology to explore imagery and create visual effects.

Benchmark E:

Identify and explain reasons to support artistic decisions in the creation of art work.

Indicator 6:

Identify reasons for personal artistic decisions.

Lesson Summary:

In this lesson, students will identify characteristics of self-portraits by artists in a variety of mediums. The focus of the lesson is for students to understand screen printing and produce a work of art utilizing the benefits of this printing medium, especially the ease of creating multiples. Students will also become familiar with Pop Art (deriving from the word popular) and how screen printing became widely used by artists in the 1960's. Students will create their own screens using a carbon based image (from a Lazer printer or black and white copier), a thermofax machine, and thermal screen which is formulated for this process.

As an introduction to this lesson, students will look at examples of screen printed self portraits by Andy Warhol and also other well known artists ranging from Rembrandt to Chuck Close.

Estimated Duration: Three to Five sessions (approx. one hour each)

Commentary:

The use of screen printing became widely used by artists in the 1960's and 70's. As printing technology advanced, artists found ways of utilizing this medium and exploiting its unique characteristics. A company in Oregon has developed a screen that can be sensitized with a thermo-fax machine which makes inexpensive classroom applications possible. Students can achieve a highly photographic image with this process without using harmful chemicals. The screens are similar to the "Gocco" printing screens (the Japanese printing kits sold in most art supply stores) except that because you are sensitizing with a thermofax, you are not restricted as much with size and not dependent upon pricey pre-made screens and bulbs.

Pre-Assessment:

- Show students examples of self-portraits by several artists focusing on the work of Andy Warhol. Ask students about the style, use of color, etc. Why do artists make self-portraits? It might be interesting to contrast Warhol's self-portraits with Chuck Close's or Cindy Sherman. What do we know about the artist from their portrait? Look at the work of Van Gogh and Rembrandt. How are the styles different? Discuss the differences between representational and abstract. How does the use of repetition change the way we see Warhol's work? What things are included in the portraits that give us more information about the artist? Examine the work of Frieda Kahlo. Discuss her use of narrative in her work.
- Demonstrate the steps for making your own thermal screen and how to print it with a squeegee.

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Historical, Cultural and Social Contexts

Benchmark c:

Demonstrate knowledge of historical influences on contemporary works of art and make predictions about influences on the future of visual art.

Indicator 5:

Explain how social, environmental or political issues affect design choices (e.g. architecture, public art, fashion)

Analyzing and Responding

Benchmark A:

Apply the strategies of art criticism to describe, analyze and interpret selected works of art.

Indicator 2:

Compare the works of different artists on the basis of purpose and style (e.g. functional/non-functional, and representational/abstract)

Indicator 3:

Explain and discuss multiple meanings in selected artworks.

Valuing the Arts/Aesthetic Reflection

Benchmark A:

Demonstrate aesthetic inquiry and reflection skills when participating

Scoring Guidelines:

- The pre-assessment discussion and exploration time provide opportunities to gather information on students' prior knowledge about self-portraits and screen printing.
- Participation notations could be made to monitor students individually.

Post-Assessment:

At the completion of all sessions, the artwork and final assessment are combined in the evaluation of the student learning.

- Guide students as they participate in a whole-group discussion to develop criteria for the finished artwork. Have them use the *Project Checklist* during art making

Scoring Guidelines:

- Refer to *Project Checklist*

Objectives: The student will

- Examine the work of Andy Warhol and other artists who have done self-portraits.
- Understand the term Pop Art and general printmaking vocabulary
- Create a series of screen prints utilizing the art principle of repetition

Discussion Questions:

- What do you see represented?
- Can students determine what process has been used?
- Is this portrait meant to commemorate him, or to tell us something else?
- What can you tell about the colors that have been used?
- The term "pop art" comes from the word popular. When Andy Warhol was working in the 50's and 60's, he depicted many things that were a part of the culture at that time. He was interested in things that were popular, and also everyday objects. What are some things that are a popular part of our culture today? People? Foods? Music?

Vocabulary:

*Serigraphy/screen print
Registration
Repetition
Squeegee
Screen
Pop Art
Portrait/self-portrait*

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Valuing the Arts/Aesthetic Reflection (Cont.)

in discussions about the nature and value of art.

Indicator 1:

Pose questions that can be answered by an aesthetic study of artworks.

Connections, Relationships and Applications

Benchmark B:

Apply and combine visual art, research and technology skills to communicate ideas in visual form.

Indicator 2:

Use technology to conduct information searches, re-search topics and explore connections to visual art.

Benchmark D:

Use words and images to explain the role of visual art in community and cultural traditions and events.

Indicator 4:

Investigate the types of cultural objects artists create and their role in everyday environment.

Materials:

Digital Camera and access to a computer with Photoshop
Thermal printing screen
Screen frames
Thermofax machine
Lazer printer print-outs of each students face
Acrylic paint (tempura works fine too)
Hard plastic 3M squeegees (you could substitute cardboard pieces)
Double sided tape
Duct tape
Paper towels
Paper to print upon
Cardboard template for tracing screen size
Pencils
Sponges

Project Procedure:

Day One: Intro to lesson

1. Introduce lesson with the Pre-Assessment
2. Before the end of class, take a digital picture of each student

*Teacher Note:

You will need to use Photoshop to alter each image. The photos of the students will have to be made into the appropriate size for the screen (I use 5" x 8") and the image will also need to be black and white and high in contrast. On photoshop, you can select "contrast" and take the image to the highest contrast available. This will give you the best possible screen-print.

Day Two: Planning and Experimenting

1. Explain that we will be making some screen prints similar to the ones that Andy Warhol used to do his prints.
2. Review with students how to make a screens (# 1 - 4 under procedure) and explain that the process of screen printing (a.k.a. serigraphy) is still commonly used in the commercial printing industry for printing t-shirts.
3. Demonstrate how to tape up the screen (# 5 - 7 under procedure). Explain that students will first need to trace around the template to mark on their paper where each print will go. While students are preparing their paper, have them come up individually to run their screens and images through the thermofax machine.

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4. Suggest that students should experiment with doing a double or triple print, creating backgrounds (i.e. writing, drawing, or adding color) to be printed over. Allow students to experiment by making a print on scrap paper. Have them sketch some ideas for how they will lay out their design and what colors they will use. Before students begin printing they should prepare any background designs.
5. Also show students how to do a double or triple print with good registration and then how a print looks when the printer is intentionally off register. Warhol is known for printing with the registration out of alignment and it became part of his style.

Day Three: Finishing Backgrounds and Printing

1. Make sure students have finished design sketches and have their backgrounds completed before they begin printing. Once their prints are dry they can always go back in and re-work things but it is easier if they have something added to their paper before they begin printing.
2. As soon as students are ready they may begin printing on their final paper. Because this printing process is fast, students should be able to print their entire series in one class period. With young students you may want to limit the ink/paint to red, yellow and blue. **Make sure students wash out their screens after every 2 or 3 prints or the paint may dry in the holes and ruin the screen.**

Technology Extensions:

If students have access to computers and Photoshop they may alter their own images.

Materials and Resources for teachers:

Materials:

Thermofax Machine (many schools still have these laying around - they were used to create transparencies and ditto masters. They became obsolete when photocopiers became popular. You can purchase new machines from Welsh products also)

Thermal Printing Screen – from Welsh products

11 3/4" x 21 1/2 yards.

(70 mesh roll)

Product # 521

Price: \$195.00

Standard Frames – from Welsh products

Half-size screens 4 7/8 x 7 1/2"

Product # 5061

Price: \$.50 if you buy 100, individually they are \$1.00

Screen Mounting tape – from Welsh products

Product # 514

Price: 8.95

Plastic Squeegees – I ordered from Good's of Evanston

Brand – 3M

Minimum order of 25 – approx.\$70 each (useful for burnishing and folding paper as well!)

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Procedure:

1. Make image to size on a copier or print out from a Lazer printer – your image must be CARBON based. You can also purchase a carbon marker and do direct drawing that can then be transferred to the screen. When using an image from photoshop, alter the image to high contrast black and white only.
2. Cut blue screen to size. To fit the half-size frames, the screen needs to be 8 3/4" x 5 7/8"
3. Place screen on top of your image with SHINEY SIDE AGAINST THE IMAGE.
4. Sandwich the screen and image in the mylar carrier and run through the Thermofax
5. Place double-sided tape along inside edge of frame and remove backing paper so adhesive is exposed
6. Adhere screen to frame so the screen stretches tightly – you may need to bend the frame a bit
7. Use duct tape on the front and back of the screen to secure it in place and strengthen it so it can be reused many times
8. TO PRINT – place ink or paint at the top of the screen and spread it the width of the screen – squeegee downward while holding the frame securely. It will stick to the paper so hold the paper down as you peel the image off.
9. You can make 2 or 3 prints and then you need to wash out your screen. Otherwise the paint will begin to dry in the holes and the screen will be ruined.
10. Dry your screen thoroughly before printing again.

Sources:

Welsh Products
(800)745-3255
www.welshproducts.com
email – wpi@welshproducts.com

Goods of Evanston
714 Main St.
Evanston, IL 60202

Beyond the Soup Can, Thermal screen printing Student Project Checklist

Name: _____

Date: _____

| Screen-Printed Self-Portrait | Excellent | Good | Average | Fair | No Evidence |
|---|-----------|------|---------|------|-------------|
| Expresses a Mood Represents a mood with color Identifies the mood on the artwork | | | | | |
| Repetition Completed artwork uses repetition | | | | | |
| Background elements Artist has used background elements to enhance the overall design | | | | | |
| Printing technique Artwork exhibits the use of screen printing techniques, registration, rainbow roll, etc | | | | | |
| Craftsmanship Artwork is created skillfully | | | | | |
| Creativity and Originality Artist created a unique and individual work of art | | | | | |

Overall rating of project: _____

If you could do this project again, what would you do differently? _____

What did you learn most from completing this project?

Beyond the Soup Can, Thermal screen printing Final Assessment

Name: _____

Date: _____

| Screen-Printed Self-Portrait | Excellent | Good | Average | Fair | No Evidence |
|--|-----------|------|---------|------|-------------|
| Expresses a Mood Represents a mood with color Identifies the mood on the artwork | | | | | |
| Repetition Completed artwork uses repetition | | | | | |
| Background elements Artist has used background elements to enhance the overall design | | | | | |
| Printing technique Artwork exhibits the use of screen printing techniques, registration, rainbow roll, etc | | | | | |
| Craftsmanship Artwork is created skillfully | | | | | |
| Creativity and Originality Artist created a unique and individual work of art | | | | | |

Overall rating of project: _____

Comments: _____

