Live Interactive Video Education

LIVE

Arts Education Programming

Grade

8

Strand

Visual Art

Curriculum

www.curriculum.gov.sk.ca

Grade 8: Social Issues - Block-printing with Artist Heather Cline

Aim: This 1½ hour session will give students the opportunity to participate in a live broadcast with professional artist Heather Cline.

Students will learn about the history of printmaking and contemporary block-printing.

Students will examine the use of printmaking as a form of personal expression through the creation of a logo in the medium of block-printing.

Creative/Productive: Students will create a logo in the medium of block-printing that addresses a social issue.

Critical/Responsive: Students will have the opportunity to ask artist Heather Cline questions about how she makes art and what her art work is about during the broadcast.

Cultural/Historical: Students will learn about the history of printmaking and will explore how contemporary artists are continuing to use that medium.

About the Artist

Heather Cline was born and raised in Saskatoon, Saskatchewan and passionately pursued making art from an early age. Since completing her MFA at the University of Saskatchewan in 2001, Cline has continued to work in painting, printmaking and new media.

Cline has participated in group exhibitions throughout North America, with solo exhibitions at the Mendel Art Gallery in Saskatoon and regional exhibition centers throughout Saskatchewan. She has also participated in a series of artist residences in Saskatchewan; and conducted workshops and lectures on a variety of topics throughout North America.

In 2006, Cline was the writer, host and co-producer of the television series, 'Art from the Start.' She was also the writer and host for two seasons of 'Art Inclined' a program examining artists and art history, seen on SCN and Treasure HD. Currently, Cline is involved in long-term multi-media project entitled 'Populating Veduta: Contemporary Cityscapes'.

1½ Hour Program Structure

PART 1: 30 min. LIVE broadcast introductory session with a professional artist:

- Presentation by Visual Artist Heather Cline - carving and print-making
- Art History Part 1 - Printmaking, Propaganda and Activists
- Demo creating a design for block-printing - symbols and logos
- Art History Part 2 - Contemporary block-printing. Print-makers gone wild!
- Demonstration - transferring a design; cutting the block; inking up an image.

Teachers are encouraged to send in questions from their students via Adobe Connect at any point during the 1½ hour broadcast http://connect.edonline.sk.ca/liveartsed/.

PART 2: 60 min. Teacher-guided hands-on workshop activities with online support from artist. Teachers and students can consult artist via the Internet or telephone during this segment.

Resources are available for use in the classroom at the LIVE Arts website www.liveartsaskatchewan.com and via Adobe Connect during the broadcast.

Note: You may need additional classroom time beyond the 60 min. to complete this project.

Curriculum Outcomes

Creative/Productive:

CP8.10 Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).

CP8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.

Critical/Responsive:

CR8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.

Cultural/Historical:

CH8.1 Research and share insights about arts expressions that incorporate social commentary.

Refer to renewed Grade 8 Arts Education curriculum documents for further information on outcomes, indicators, and assessment at www.curriculum.gov.sk.ca

Materials and Resources

LINO HANDLE/CUTTER SET available through art supply stores such as HBI Office Plus, Regina
https://store.hbiop.com/sagro/storefront/store.php?mode=browsecategory&category=1342

... or through Art Placement Inc. in Saskatoon
http://www.artplacement.com/artstore/products.php?content=speedball_products

Speedball Speedy-Cut Carving Blocks available through local art stores or
http://www.dickblick.com/products/speedball-speedy-cut-carving-blocks/

Block Printing Inks available in various colours. 3-4 colours are recommended for multi-coloured printing. Some teachers may wish to purchase a fixative to spray prints to fix the water-based ink (Krylon Workable Fixative is a good choice, however, **please note this product is NOT recommended for use by children**. Teachers using this or other spray fixatives should apply the fixative in an appropriate ventilated space, without students present, and follow the safety recommendations).

Bayer or Roller for applying ink to the block, available in several sizes (6" is the recommended size). If several rollers are purchased, they can be used for specific colours. These are also available at most art supply stores.

Rice Paper Mulberry paper on the roll is recommended and available at most art supply stores. Note: It is strong enough and thin enough to be used with wooden spoons. Each student will also need a **thick marker.**

Wooden Spoons 5-10 are recommended so that several students can be lifting images at the same time. The spoons can often be bought inexpensively, for example, through places such as Dollar Stores.

Teacher Guide for Hands-on Workshop Segment of the Broadcast

Preparation

Teachers will need to have all of the necessary materials and tools (see list above) on hand before starting this project.

Have students draw a simple design for a symbol or logo to represent or highlight a social issue that is of concern (for example, a 'fight climate change' symbol/logo, a 'conserve energy' symbol/logo, or a 'preserve endangered species' symbol/logo). Refer to the LIVE Arts website for a guide to creating a logo.
www.liveartsaskatchewan.com

1. Have each student create an outline of his/her **Speedball Speedy-Cut Carving Block** (i.e., printing plate) onto several pieces of rice paper by tracing a line around the outside of the block. This will create paper "templates' the same size as the block in which students will create their designs.

2. Working with a thick marker, have students create their designs within the outline on the paper template. Note: the thick line will help the students keep the design simple and also allow for block/plate integrity - enough line to support the roller and transfer well to the paper.

Teacher Guide for Hands-on Workshop, Continued

Activity

1. After creating a paper outline the same size as the block (printing plate) use a black marker to fill in the black pattern.

2. Now the pattern needs to be mirrored to create the image (i.e., the print will come off the block plate as a mirror of the applied pattern). A simple trick to create a mirror image is to use the black marker on thin paper, then flip it over and fill in the image using the shadow of the marker through the paper.

3. Transfer the pattern onto the carving block. Use a soft pencil or graphite to transfer the image by rubbing the 'back' (remember this was originally the front) of the pattern with a thick coat of the graphite. Tape the pattern with the graphite face down onto the block plate. Now use a pen and trace over the edges of the pattern. This will leave a graphite line on the plate to work from.

4. Start by cutting alongside the edge of the image on the plate with an exacto knife or the edge of the exacto gouge. When using the gouge remind students to always cut away from themselves. Push pins in a board can be used to hold the block plate in place or use a board with a wooden edge to brace the plate against.

   Note: Teachers may wish to make several cutting boards for the classroom. The boards can be simply made with a small piece of plywood approximately 12" x 16". A strip of wood is run on the bottom of one edge and then another strip on the top of the opposite side. This gives students something to brace their plate on. The bottom edge is placed against the side of a desk or table, and the block or plate is put against the upper edge.

Inking Up the Image

1. Inking the plate. The inks are applied to the block plate using a 'Brayer' (i.e., a small hard rubber roller).

2. Light weight paper, such as rice paper can be used with the block plates. When using soft paper, the image can be lifted by rubbing the back of the print with a wooden spoon. Cut the rice paper so that it will overlap the image by a couple of inches. Place the paper centered on the image and then gently rub the image with the rounded back of the spoon.

3. After the prints are dry they are signed and numbered by the artist.