Printmaking and Native American Animals

**Grade Level:** 5th grade

**Time Needed**: 5 Class Periods

**Focus**: Students will create a Linoleum lock print that is inspired by the Ojibwe tradition of depicting Patterns, Animals and Designs

**Objectives**:

1. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. (Minnesota Academic Standards: Visual Arts 0.1.2.5.1)
2. Create or make in a variety of contexts in the arts area using the artistic foundations. (Minnesota Academic Standards: Visual Arts 0.2.1.5.1)
3. Perform or present in a variety of contexts in the arts area using the artistic foundations. (Minnesota Academic Standards: Visual Arts 0.3.1.5.1)

**Motivational Resources:**

* Power Point on History of Printmaking (Includes Examples)
* Print/Poster Versions of Examples
* Pre-Made examples of the project in various stages of completion
  + Carved blocks from previous students
  + Example completed by Teacher

**Art Materials:**

* Linoleum Blocks
* Bench Hooks
* V-tools
* Sketch/scrap paper
* Glue
* Palettes
* Brayers
* Colored Ink
* Scissors
* Taps
* Pencils
* Transfer Paper
* Variety of paper
* Flatbed Press
* Stencils

**Introduction to Lesson:**

Wood block printing was a process that originated in China after paper was invented there in 105 AD. It did not make it way into Europe until the 15th century when it was eventually imported form the east (Beedenbender, 2003). Printmaking in the beginning was used as a means of communication through which messages could be mass produced before this method. The first woodcuts printed onto paper in Europe were actually playing cards(Peterdi, 2019). It would not be until later with the creation of the printing press that relief printing would be considered an art form(History of Printmaking, 2018). Wood block printing is the oldest method of printmaking and is called a relief process because the lines and surfaces which the ink sticks to are higher than the parts that are not printed(Beedenbender, 2003). Eventually, Linoleum blocks were used as a printmaking device. Linoleum blocks gained popularity because they were *much* easier to carve than woodblock, and were thus more relaxing to do.

Leah Yellowbird is a Native American artist who hails from Grand Rapids, Minnesota. She learned while young traditional art creation from her aunt, and this lead her to the art of using beads to create patterns. She has created a great many art pieces that in in museums such as Macrosite Art Center, Plains Museum of Art, and the Tweed Museum of Art. Although she is known for her beautiful bead pattern inspired paintings, it was actually her creation of a 3D bear that inspired my artwork. It was both the beauty she portrayed in it, and the hidden ferocity and strength that the bear gave off.

**Instructional Procedure for Art Making:**

**Class 1**: **Introduction**

The teacher will have the students seat themselves and voices lowered or off. At this point the teacher will greet them and begin the PowerPoint on the history of printmaking. The PowerPoint follows the history of Printmaking with examples of the different types. As the different examples of Printmaking appear on the PowerPoint, the teacher will ask the students what differences they notice between the styles of prints. After the PowerPoint is finished, the teacher will lead the class through a collaborative research into important animals to Native Americans. The purpose of this is to provide the students with ideas of which animal they would like to portray in the print they will create. Once students have decided on an animal, the teacher will hand out scrap paper for the students to begin sketching their print onto. After the students have completed their sketch, the teacher will introduce the transfer paper. The teacher will at this point hand out linoleum blocks, and demonstrate the process of transferring a drawing to a block, and make sure every students understands. The teacher will be available to help students who are struggling.

**Class 2**:

This day is all carving. The teacher will begin by bringing out all of the tools to be used (bench hooks, v-tools, etc.), and emphasize that they will be using them *safely*. The teacher will specifically emphasize that the v-tool is indeed very sharp and will cut the student just like a knife if they are not careful in their use of them. The teacher will then demonstrate the proper use of Benchhooks, and how to carve a linoleum block safely with a v-tool. After this demonstration, allow the students to practice a few V-tool strokes on practice block around the room. Once the students are comfortable with their tools, the teacher will allow them to start carving their blocks. This carving will take up the rest of the day, and the teacher should be walking around looking for any students that need help or encouragement.

**Class 3:**

At the beginning of this day, the teacher will allow students who still need to finish carving to do so. This is very likely to happen, and should be taken into account when planning the rest of this day. For the students who are finished carving however, the teacher may begin to demonstrate how to use the brayers and palettes to put ink onto their block, and then demonstrate creating a print. At this point, the teacher should also show the students how to properly clean the implements they are now using so as not to contaminate other prints with previously used paint. As other students are finishing up their carving, have them watch their fellow students to learn how to create their own prints, as the teacher will need to be moving on to the next demonstration.

Once students have begun making their prints, the teacher will begin to demonstrate to students how they can create collages with their prints using different types of paper as backgrounds, and gluing other pieces onto the print. The teacher will show the examples of finished collages, and encourage the students to draw inspiration from those. Ideally, the teacher will have this process be in a designated area of the classroom so as to facilitate a locality of this process of creating collages. The teacher *must* have an area where students can put/hang their collages to dry, so that they are not ruined on accident by other students or any other accidents. The teacher will encourage the students to get creative with how they create their collages, encouraging them to use stencils, different shapes and the like.

**Class 4**:

This class period will be utilized for the finishing of prints and the creation of collages with those prints. On this day, students should be working on creating the final prints, and should aim to have a couple of these done. Again, the teacher will encourage students to take inspiration from other completed prints, and to implement ideas they see there into their own prints.

**Class 5**:

On this day, students should be finished with their collages, or on the verge of finishing. The first portion of this class will be dedicated to finishing up said prints. It is up to the teacher to discern how much time should be given to the students who need to finish.

After all students are finished, the teacher will have all students engage in cleaning up all the supplies that were used for this project, and have them put those away in their proper places.

Finally, the teacher will transition the students to a time of sharing, or a critique. At this point, the students will be seated and quiet. The teacher will call the students up alphabetically (or in any other unbiased way), and have the students share their prints, two things they like about them and one thing they would change if they did the project over again. At the teachers discretion, they may allow other students to make positive comments about the presenting students art.

**Assessment/Evaluation:**

Students created a Print and Collage of an animal inspired by animals that are important to Native Americans, and participated in a critique of said creation.

**Discipline Based Art Education:**

**Art Production:** Students created Linoleum Block Prints.

**Art History:** Students learned about the history of Printmaking and the significance of Bears in Native American Culture.

**Art Criticism:** Students discussed what they liked and did not like about their prints, and received feedback from their peers.

**Aesthetic:** Students gained an appreciation for the beauty and craftmanship of printmaking art.

References:

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