

FIFTH GRADE LESSON 9

TODAY WE MADE A PRINT AND WROTE ABOUT THE PROCESS

LOOK In class, we looked at *Crossroads* by Richard Elliot and *Feathered World Without End* by Ross Palmer Beecher and/or *X-5* by Robert Indiana. We noticed how artists used geometric shapes and print symbols. We also noted compositions with repeated interlocking shapes.

TALK We documented the printmaking process by writing about the steps of the process.

We developed an image for a print by organizing geometric shapes and symbols in such a way that when two like prints were placed adjacent they would create new shapes from the negative shapes. Then we transferred the image to a printing plate made of Styrofoam by drawing the lines and textures from our image into the plate. We inked the plate, and placed the first print in the middle of the design and then carefully added additional prints of the same plate on the same paper to create a composition made from multiple images.

ART AT HOME

ASK At home, ask the child what are some of the most important steps? What strategies are crucial to making a procedure clear?

CREATE Together you could write the procedures associated with any sequenced activity.

FOLLOWING A TECHNICAL SEQUENCE OF STEPS FROM DESIGN TO PRINTED IMAGE IS ESSENTIAL TO THE EFFECTIVE PRODUCTION OF A PRINT