

INTRODUCING

INTRODUCING PRINTMAKING



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The essence of printmaking is to transfer a mark or image from one material to another. In most cases, it makes it possible to reproduce a mark or image more than once.

As in other art forms, printing is dependent on the use of the visual language and is especially effective in focusing children's attention on line, shape, pattern and texture. It allows children to try out different techniques and to immediately see cause and effect in action.

All ages find the process of printing exciting. In art, printing makes possible a range of effects that cannot be achieved in any other way. These effects come from processes such as, stamping, pressing, cutting, stencils, rubbings and overlays. The results are quite different from drawing and painting and add a further dimension to children's exploration of the visual language and ways of expressing ideas.

Printmaking offers the opportunity to work on different surfaces for example, paper, card, fabric. And for different functions for example, from the one offs to multiple copies such as cards, designs for textiles, bags, book covers.

Most simple printmaking processes and techniques can be practised by children of all ages. Progression and development are measured by increasing control over tools, media and materials and the style and content of the resulting images.

Teaching how to make a print in a particular way will require careful planning and organisation, time for the teacher to demonstrate and the children to practice. All printmakers find it a challenge to fully visualise what the finished print will look like. The ability to visualise only comes with experiment, practice and experience.

Today schools have access to equipment for scanning and copying images and printing out from computers. These resources provide a digital way of manipulating and copying images and of combining words and pictures. Used in conjunction with the print making techniques dealt within this Art Framework, they provide a rich resource that can enable children to make their own small books and other print material.

The key aims of the Printmaking framework are to enable children:

- To use a range of simple printmaking techniques using a number of different tools, media and materials
- To introduce a wider vocabulary for mark and image making
- To use printmaking for a number of different functions
- To know about and enjoy a variety of prints made by other artists and designers, contemporary and historical and from other cultures
- To become visually and critically aware of the printed material in our environment



HOW DO WE MAKE A PRINT?

In printmaking a mark or image is transferred from one material to another. In this framework, the concentration is on relief printing including rubbings, resist printing and monoprinting.

- **Relief printing** makes it possible to repeat a mark or image so that more than one copy can be made. It involves working from a surface which can be built up, cut or scored into, printing from objects or rubbings from materials and surfaces.
- **Resist printing** makes it possible to repeat the mark or image so that more than one copy can be made. It depends on one material protecting or preventing another material from making contact such as a stencil, a wax crayon and paint.
- **Monoprinting** produces a single unique copy. It involves taking a print from a painting made on a flat sheet of smooth material, such as plastic, or coating the flat sheet with paint and drawing onto the surface from which a print can be made. Monoprints can also be made by the use of carbon paper and the technique of marbling.

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Every age group will be able to work with relief, resist and monoprinting at their own level and ability. For example, all ages will enjoy making rubbings using wax crayons and it is a particularly suitable activity for the younger age group.

They are engaged by the process of transferring an image from one surface to another and fascinated by the magical transformation involved. Rubbings provide them with a way of making marks that are not dependent on their rather limited manual dexterity. Rubbings taken from natural objects and arranged in an interesting composition by six year olds can give an impressively 'grown up' result. The older children can develop their use of rubbings from many different surfaces to make a carefully designed abstract image or picture.

Similarly the use of stamps enables all children to make patterns. The older children can develop this further using sophisticated experiments with colour and the exploration of different types of repeat.

Making prints offers a number of learning opportunities, some of which will be more appropriate to older children:

- To experience a number of different ways of making prints
- To provide them with a further way of mark making
- To develop and improve manual dexterity and technical skills through handling different tools, media, materials, techniques and processes
- Planning the stages by which they can reach a particular result
- Developing a vocabulary to discuss and describe printing experiences and the resulting visual qualities
- Linking printmaking with work in a drawing or a painting, particularly using roughs, drawings and photographs as a way of developing ideas for prints
- The opportunity to explore different types of pattern with the potential to link to mathematics
- To recognise the different roles of printmaking in the fields of art and design and design and technology
- To enjoy and appreciate the range of prints and graphics in contemporary and historical cultures

MAKING PRINTS

All children should have the opportunity to develop printmaking in some of the following ways.

I Mark Making

At any age, the introduction of any printmaking technique should begin with exploring and experimenting to find out how the process works learning to use and gradually master control over the relevant tools, media, materials, techniques and processes.

Even when a child has gained confidence and ability in a particular technique, it is still important to 'try out' before beginning a finished piece of work so they can plan and visualise the results.

Try out a variety of tools to make different marks on a variety of surfaces to understand the potential of relief, resist and monoprinting

Relief prints:

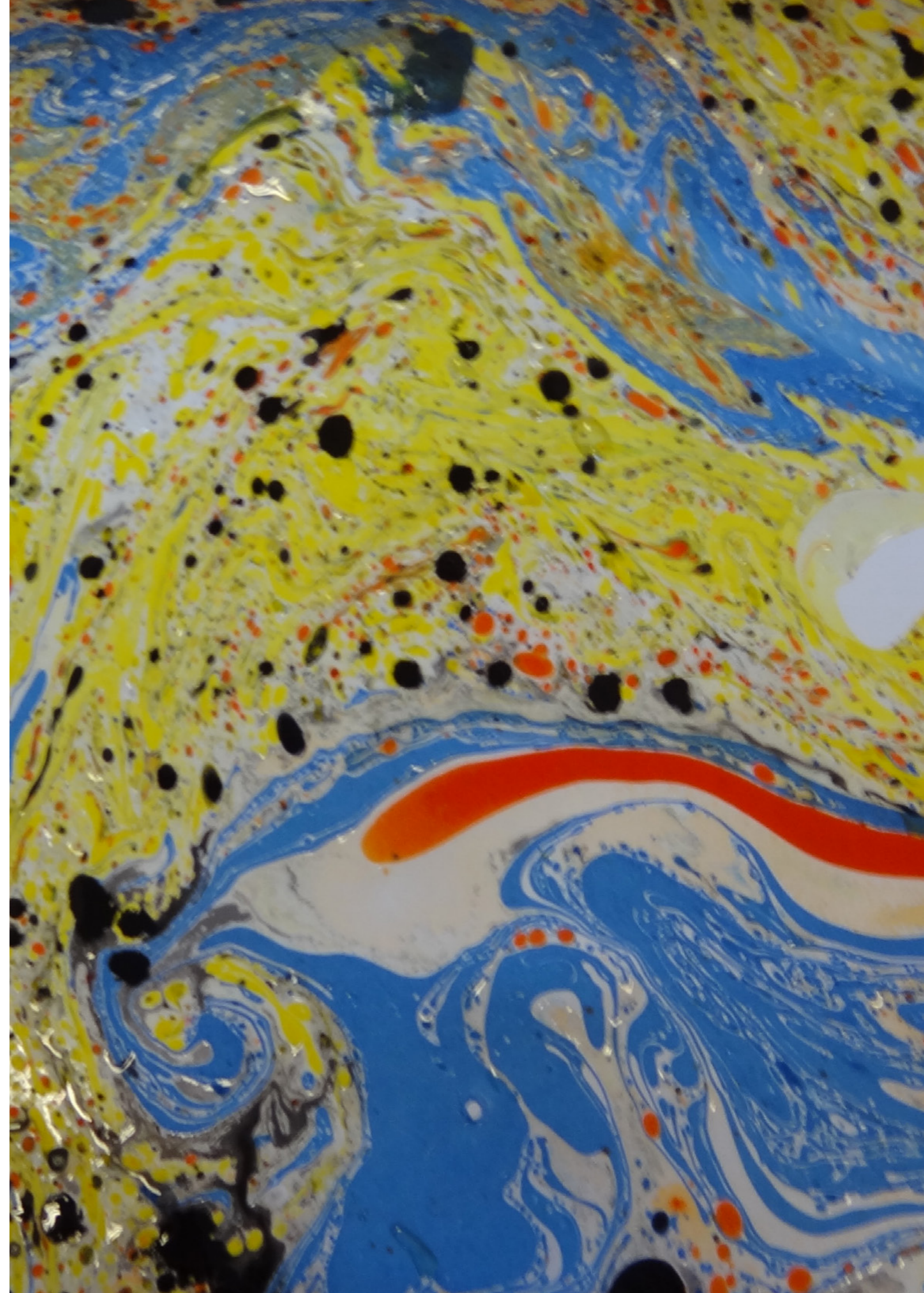
- Finger print, hand print, sponge print
- Rubbings
- Using stamps
- Working into a surface for example using the product quick print
- Building up a surface to print from for example wrapping different textured strings around card

Resist Prints:

- Using wax crayons and paint
- Using stencils, paper cuts, pre cut shapes

Monoprints:

- Draw onto carbon paper
- Draw onto a painted surface
- Marbling





MAKING PRINTS

All children should have the opportunity to develop printmaking in some of the following ways.

2 Pattern Making

Since printmaking makes it possible to repeat a mark or image, it is an excellent way to teach about pattern and explore its potential. All ages respond to patterns and enjoy making them. In order to make a pattern, it is necessary to understand that a pattern can either be regular or random, sometimes described as mathematical or organic. A regular pattern is an arrangement of lines, shapes or motifs in which the same line, shape or motif is repeated at regular intervals. In a random pattern a line, shape or motif is repeated but not in a particular order, for example, tiger's stripes. Most patterns in the natural world are random. Both regular and random patterns occur in the made world. It will be essential to illustrate and explain the differences.

The exploration of pattern can begin by looking for patterns in our surroundings, both natural and made. It will soon become evident that pattern is everywhere. Pattern has two main functions, it helps unify an area or object and it provides visual decoration. In the natural world pattern is purposeful, for example camouflage, identification, attraction, structural.

Before beginning to make a print, it is helpful to raise the children's awareness of pattern using photography and drawing to record and using cut shapes to make patterns.

- Look for regular and random patterns in our surroundings, record these by either photography or drawing and use them in future work
- Look for patterns in everyday objects for example, baskets, fabrics, plants, brickwork
- Look for patterns in pictures of animals, birds, insects
- Make a series of rubbings from materials or surfaces that show a pattern
- Use cut paper shapes to try out ways of making a regular pattern. Do the same for a random pattern
- Use a simple grid to help in designing and organising regular patterns

Relief prints:

- Make a stamp to make a pattern
- Use Rubbings to make a pattern
- Draw into a surface such as quick print to create a pattern

Resist Prints:

- Make a stencil or use a pre-cut one to create a pattern
- Use pre cut shapes to make a pattern

Monoprints:

- Draw a pattern onto a painted surface and then take a print

MAKING PRINTS

All children should have the opportunity to develop printmaking in some of the following ways.

3 Picture Making

Many of the themes in pictures made by printing will be the same as those found in drawings and painting framework for example, portraits of people and animals, still life, land and seascapes. However, these will have a very different quality when made by different printing techniques.

Children should be given the opportunity to print images and pictures using the three main techniques:

Relief prints

- Use textured papers to make a face then print
- Scratch or draw into a surface to create an image to make a print
- Use rubbings to make a picture

Resist prints

- Use pre-cut shapes to print an abstract image
- Use a combination of card thicknesses and textured materials to make a land or seascape

Monoprints

- Draw an image or scene onto a painted flat smooth sheet, such as plastic, then take a print
- Using carbon paper, draw an outline of a simple shape or object or draw an image or scene





IN LOVING MEMORY OF PROFESSOR KEN BAYNES

Ken and his partner Krysia have worked with the Harley Gallery for many years, developing exhibitions and art activities for children of all ages. Their input has been invaluable and, they have worked tirelessly to help us offer our visitors the highest quality educational experiences, through educational resources for schools and curated exhibitions designed with children in mind. Ken was fun loving and a true inspiration. His belief in the importance of creativity in children's education and development has shaped and determined our Educational Programme.

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Please visit our website www.harleygallery.co.uk to find out more about our education programme and learning resources.

**Dayle Green, Education and Outreach Manager,
Harley Foundation, December 2020**

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THE HARLEY GALLERY

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