

## Introduction to Printmaking:

### What is relief printing?

A subtractive printing process where areas that you don't want to print are physically removed. This is achieved by cutting away either positive or negative areas of the image. The remaining raised areas are inked and will print. Materials most commonly used for this technique are wood and linoleum. Other materials could include rubber erasers, potatoes, or home grade floor linoleum. Relief printing can be done by hand or by using a printing press.

### What materials do I use for a relief print?

Paper, Linoleum, cutting tools (X-acto knife, v-gauge, u-gauge), ink roller, piece of Plexiglas, water based printing ink, printing paper, bench stop.

Your relief print theme must be mask-like in design and depict a specific expressive emotion using at least 2 colours.

**STEP ONE:** In your sketchbook work on a series of conceptual designs first relating to expressive emotions. Consider the shape, form and balance in the design of your mask as well as at least 2-3 different colours. Once one of your mask-like designs are approved begin transfer to linoleum.

**STEP TWO:** Draw your image directly on your piece of linoleum. Remember that your image will print *backwards*.

**STEP THREE:** Using the knife/gouge tool, carefully trace the outline of the image you want to cut. You want to cut the lightest colour out of your block. Cut away from yourself, in order not to stab yourself!

**STEP FOUR:** You will cut the lightest colour **first**, then print, and move on to the next lightest colour.

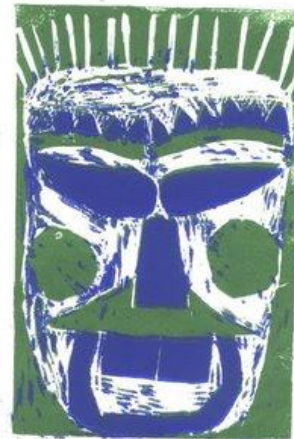
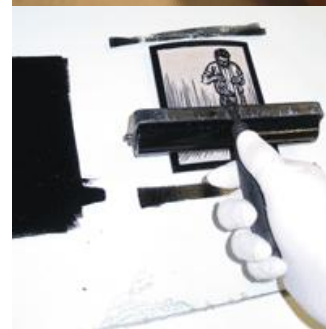
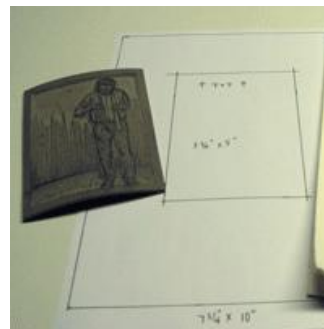
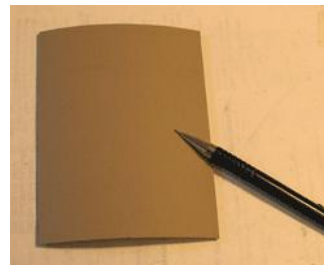
For example, if your image colours are white, yellow and red, then cut out the areas that are white **first**, print with yellow ink, carve out the yellow areas, then print with red.

Place the print face-down onto the paper, and bring it to the brayer. Gently roll it on and pull the plate off of the paper to reveal your image.

**STEP FIVE:** Finally write your name/signature in pencil and the title, the date and year and label the print 1 of 1 at the bottom of the work.

**STEP SIX:** Answer the following reflective questions, when you hand in your finished print.

1. What part of your finished work did you find most successful and why?
2. What part of your finished work did you find least successful and why?
3. If you had to do this work again, what part would you change or improve on and why?



Expressive Mask Designs





# Expressive Mask Design Relief Print Evaluation

Name: \_\_\_\_\_

Achievement Criteria	Level 0	Level 1	Level 2	Level 3	Level 4	
<b>Thinking/Inquiry</b> Concept & Meaning: Expressive mask-like design: Relief print	Work does not meet assignment expectations for this category of assessment. Incomplete. 0	Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student's grade level.  0.5	Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level.  0.5-1.0	Concept is clear and valid. Meaning or ideas conveyed are on par with student's grade level.  1.0-1.75	Concept is clear and strong. Meaning or ideas conveyed are above expectations for student's grade level.  2	<b>/2</b>
<b>Knowledge/Understanding</b> Uses colour, shape and texture, unity and variety  Composition: Balance of Shapes and forms	Work does not meet assignment expectations for this category of assessment. Incomplete. 0  Incomplete. 0	Demonstrates limited understanding of the elements and principles of design.  1  Work is unbalanced. Little thought has been given to the placement of forms. 1	Demonstrates some understanding of the elements and principles of design. 2  Work is semi-balanced. Some thought has been given to the placement of forms. 2	Demonstrates considerable understanding of the elements and principles of design.  3-4  Work is mostly balanced. Adequate thought has been given to the placement of forms. 3-4	Demonstrates thorough and insightful understanding of the elements and principles of design. 5  Work is balanced. Much thought has been given to the placement of forms. 5	<b>/5</b>  <b>/5</b>
<b>Application/Creation</b> The image includes two or three colours, and they have been lined up properly in each phase of the printing	Work does not meet assignment expectations for this category of assessment. Incomplete. 0	Two of the colours are missing and/or the colours align to a limited degree. 1	One of the colours is missing and/or the colours align to a moderate degree. 2	There are a full degree of the required colours, and each colour aligns considerably with the others. 3-4	There are a full degree of the required colours, and each colour aligns perfectly with the others. 5	<b>/5</b>
<b>Communication</b> Clarity: Expressive mask-like design  Prints are signed in pencil and include the print and edition numbers, the title if named, the artists signature and the year the print was created.  Reflective Questions	Incomplete. 0  Incomplete. 0  Incomplete. 0	Relief print demonstrates a limited degree of clarity in concept.  1  <b>Has made three or more mistakes in signing.</b> 0.5  Answers are vague/incomplete. 0.5	Relief print demonstrates some degree of clarity in concept.  2  <b>Has two mistakes in signing.</b> 0.5 - 1.0  Answers are somewhat clear and complete. 0.5 - 1.0	Relief print demonstrates considerable degree of clarity in concept. 3-4  <b>Has one mistake in signing.</b> 1.0 - 1.75  Answers are clear and complete. 1.0 - 1.75	Relief print demonstrates a high degree of clarity in concept.  5  <b>Has signed every section properly.</b> 2  Answers are clear & exemplary. 2	<b>/5</b>  <b>/2</b>  <b>/2</b>
						<b>/26</b>

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;

A1.1 use a variety of strategies, individually and/or collaboratively, to generate Ideas and to develop plans for the creation of art works (e.g., in small groups, use brainstorming, research, concept webs, and/or mind maps to generate original and imaginative ideas; filter their ideas to select a suitable one to serve as the basis for their art work; use notes and/or thumbnail sketches to help them develop clear and flexible plans that show attention to detail; revise their plans on the basis of peer- and self-assessment)

A1.2 use experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, printmaking, and mixed media (e.g., experiment with a variety of materials/media, techniques, and tools to find ones that are appropriate for their planned art work; reflect on their preliminary work and on feedback from their peers before revising their art work)

A1.3 document their use of the creative process in a portfolio (e.g., include evidence of their conceptual, creative, and technical skills; include thumbnail sketches, checklists, and/or graphic organizers to show evidence of experimentation, reflection, and revision), and refer to this portfolio to reflect on how effectively they have used the creative process

A2. The Elements and Principles of Design: apply elements and principles of design to create artworks for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 use various elements and principles of design to create art works that express personal feelings and/or communicate emotions to an audience (e.g., create a mixed-media self-portrait that uses colour, line, and shape in the style of Frida Kahlo to convey their personality and elicit emotions from the audience)

A2.2 apply elements and principles of design as well as art-making conventions to create art works that communicate ideas, information, or messages, and/or that convey a point of view on an issue (e.g., use colour, line, shape, contrast, and emphasis when creating a graffiti piece that addresses an issue in their local community; incorporate symbolism to communicate a message about an environmental issue)

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

3.1 explore and experiment with a variety of materials/media, including alternative media, and traditional and/or emerging technologies, tools, and techniques, and apply them to create art works

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

- B1.1 identify and describe their initial reactions to a variety of art works, and explain the reasons for their reactions (e.g., the aspects of the work and/or their personal experiences that contributed to their first impressions of its mood, subject, intent)
- B1.2 identify and describe the elements and principles of design used in their own art works and the works of others, and describe their effects (e.g., how line, colour, and shape are used to create emphasis, mood, and/or movement)
- B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal critiques, feedback and reflection following public displays) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works
- C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
  - C1.1 use appropriate terminology related to elements and principles of design when creating and analysing art works
  - C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works
  - C1.3 identify and describe the stages of the creative process and the critical analysis process (e.g., how reflection relates to the other stages of the creative process)
- C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
  - C2.1 demonstrate an understanding of a variety of techniques that artists use to achieve specific effects
  - C2.2 demonstrate an understanding of several conventions used in visual art works (e.g., exaggeration, metaphor, simile, symbols, synectics; conventions associated with heroic, narrative, naturalistic, and satirical works)
- C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
  - C3.2 demonstrate an understanding of safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts, and apply these practices when creating and/or presenting art works (e.g., use appropriate precautions when dealing with hazardous materials; adopt protective measures when using sharp tools; keep their work space clean and free of physical and other hazards; demonstrate respect for classroom facilities, tools, equipment, and technological devices)