

# Introduction to Printmaking: Monoprinting

## What is printmaking?

It's normally transferring one inked image from one surface to another. Usually, you can make many copies of one image with printmaking. There are many categories of printmaking, but we will focus on three types in this class - **monoprinting**, **relief printing** and **stencil printing**.

## What is a monoprint?

You transfer an image from an inked surface to another surface (like paper) but you can only make this print **ONCE**. It is usually spontaneous and free. You can create a **monoprint** by doing one of three things:

1. Add ink to your piece of Plexiglas, and use a brush, toothpick, cotton swab, foam rubber, fingers, etc. in order to remove some of the ink to make an image or pattern. This is subtractive printing (taking the ink away).
2. Use a clean piece of Plexiglas and add pigment to the plate with a brush, ink brayer, etc.
3. Use a combination of the two methods mentioned above.

## What materials do I use for a monoprint?

Plexiglas, Paintbrush, Printmaking Ink (water based), ink brayer (roller), Printmaking paper (strong, soft, texture, and freedom from impurities), Printing press, and experimental materials to add and subtract the ink, such as fingers, toothbrushes, foam brushes, sticks, sponges, feathers, rags, cotton swabs.

**STEP ONE:** Decide on the imagery of your mono prints: The themes of your mono prints must be:

- 1) nature related (abstractly or literally)
- 2) outer space (abstractly or literally)

**STEP TWO:** Prepare your Plexiglas plate. Make your paper a little damp by spraying it with the water bottle. If it's too damp, however, it will make the colours run.

**STEP THREE:** Create your image on the Plexiglas plate by adding some ink, or rolling the ink on the entire plate and then taking it off. Work on your image until you're happy.

**STEP FOUR:** Place the print face-down onto the paper, and press down with the brayer. Next pull the plate off of the paper to reveal your image.

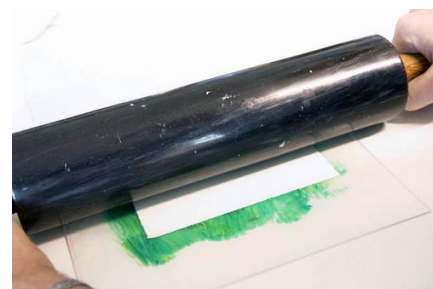
**STEP FIVE:** Finally write your name/signature in pencil and the title, the date and year and label the print 1 of 1 at the bottom of the work.

**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?



Preparing the Plexiglas plate.



Using the brayer/roller to transfer the image to paper.



# Mono Print Evaluation

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

Achievement Criteria	Level 0	Level 1	Level 2	Level 3	Level 4	
<b>Thinking/Inquiry</b> Concept & Meaning: Monoprint	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	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 is created with a combination of printing methods and experimental	Work does not meet assignment expectations for this category of assessment. Incomplete. 0	The mono print is somewhat creative, with a low degree of experimentation. 1	The mono print is moderately creative, with a moderate degree of experimentation 2	The mono print is considerably creative, with a considerable degree of experimentation 3-4	The mono print is very creative, with a high degree of experimentation. 5	<b>/5</b>
<b>Communication</b> Clarity: Portrays the themes of nature and outer space abstractly or literally  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	Mono print demonstrates a limited degree of clarity in concept.  1  Has made three or more mistakes in signing. 0.5  Answers are vague/incomplete. 0.5	Mono print demonstrates some degree of clarity in concept.  2  Has two mistakes in signing. 0.5 - 1.0  Answers are somewhat clear and complete. 0.5 - 1.0	Mono print demonstrates considerable degree of clarity in concept. 3-4  Has one mistake in signing. 1.0 - 1.75  Answers are clear and complete. 1.0 - 1.75	Mono print demonstrates a high degree of clarity in concept.  5  Has signed every section properly. 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)