



## Linocut Product Print

*High School Level*

Art in the Real World

Design and Marketing



## Lesson Plan

<b>Title:</b> Linocut Product Print	<b>Grade Level:</b> 9-12
<p><b>The Big Idea:</b></p> <p style="text-align: center;">Art is in everything – Art in Graphics and Advertising.</p>	
<p><b>Description of Lesson (Brief Summary):</b></p> <p>Applying art into the real world is the key in this project. With a brief history of graphic design and advertising, students will create a print using their prior knowledge of carving to carve a linoleum block. Their prints will be planned out carefully using the creative process and will need to apply into a real product. Examples are wine labels, personal notecards, hanging tags, posters, advertisements etc...</p>	
<p><b>Time:</b> 3 weeks</p>	
<p><b>Enduring Understandings:</b> <b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>- carving linoleum is another form of relief printing</li> <li>- graphic design and advertising are other forms of art used throughout history</li> <li>- good design can sell a product or idea – or at least gain attention</li> <li>- many factors play into good design</li> </ul>	<p><b>Technical Skills:</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>- learn about the history of product design and advertising</li> <li>- choose an item usually designed graphically and create art for it using linocut printing</li> <li>- learn about the art of reduction printing</li> <li>- continue practicing the creative process of design by refining designs and color choices after mid-project critique.</li> <li>- participate in final presentation.</li> <li>- decide if they will create a traditional linocut or try a reduction print</li> <li>- carve a linoleum block creating a final printed piece</li> <li>- practice using carving tools safely and responsibly</li> <li>- recall prior knowledge to complete process including ink application, carving the linoleum block, printing with the press and editions</li> </ul>
<p><b>Scaffolding Skills:</b></p> <ul style="list-style-type: none"> <li>- good planning is the key to success</li> <li>- learning how to use the creative process</li> <li>- pay close attention to negative versus positive space</li> <li>- using a carving block &amp; carving tools</li> </ul>	

- use of brayers and printing inks
- exploring use of texture and pattern in printmaking
- color theory and how it applies into printmaking project
- editions and signing prints
- printmaking in life – how it applies into the real world as more than fine art

**Current Benchmarks/Standards:**

- ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process.
- ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.
- ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
- ART.VA.I.HS.5 Responsibly and safely manage materials and tools.
- ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
- ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
- ART.VA.II.HS.3 Apply organizational principles and methods to create innovative works of art and design products.
- ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.
- ART.VA.II.HS.6 Use emergent technologies and materials to create artistic products that demonstrate knowledge of context, values, and aesthetics.
- ART.VA.II.HS.7 Create collaboratively to resolve visual problems.
- ART.VA.III.HS.4 Evaluate the quality and effectiveness of one’s artwork.
- ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork.
- ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.
- ART.VA.IV.HS.4 Use knowledge of art and design history to inform personal artwork.
- ART.VA.V.HS.2 Explore and understand the variety of art and design careers.
- ART.VA.V.HS.3 Explore and understand the application of the creative process throughout career pathways.
- ART.VA.V.HS.7 Analyze the impact of visual culture on society.

**Resources:**

- PowerPoint – graphic design history
- Ted TalkVideo - Don Norman on 3 ways good design makes you happy
- Google image search “linocut printing in advertising”
- PowerPoint – how linocut printing can become a commercial piece of artwork
- Video showing Reduction Printing <https://vimeo.com/51396395>
- PowerPoint - Examples of linocuts and reduction prints.
- Book “Block Printing” pages 43-52 – “Creating a Reduction Print”
- Online Article  
<http://library.thinkquest.org/08aug/01276/colorsanddesign/colorinadvertising.html>
- PowerPoint – Artists Statements
- Teacher demo of carving linoleum - Teacher demo of reduction printing

**Materials Needed:**

Sketchbooks & Pencils  
Magazines  
Glue sticks  
Linoleum blocks for carving  
Carving tools  
Bench hooks  
Press  
Printing inks – water soluble of various colors  
Palette knives  
Brayers  
Plexiglass sheets for ink palettes  
Scrap paper for testing  
Final paper  
Self-Evaluation Sheets  
Final Evaluation Sheets

**Daily Instruction (Day by Day):****Day 1:**

- Introduce new project and semi-new printing method: a true linocut.
- PowerPoint – “A History of Graphic Design”
- Ted TalkVideo - Don Norman on 3 ways good design makes you happy
- Activity: Look through magazines and cut out items that could be designed using a relief printing design. Glue images into sketchbook and draw a thumbnail next to each entry showing what it could look like if created using relief printing.
- Work time.

**Day 2:**

- Work time – complete sketchbook assignment. 20 minutes.
- PowerPoint – how linocut printing can become a commercial piece of artwork
- Google image search “linocut printing in advertising”
- Discussion of applicable uses for linocuts in advertising. Students write down possibilities discussed in class into their sketchbooks.

**Day 3:**

- Teacher presentation of linocut relief prints vs. reduction prints showing book “Block Printing” pages 43-52 – “Creating a Reduction Print”

- PowerPoint - Examples of linocuts and reduction prints.
- Creative session in groups 3. Consult applicable uses of linocut in advertising list from sketchbook as well as images glued into sketchbook activity. Brainstorm multiple ideas for projects – stationary, notecards, labels, hang tags, book covers etc...

**Day 4:**

- Thumbnail designs for project concepts. 3 concepts, 5 thumbnails each.
- Work time.

**Day 5:**

- Sign up for conference time with teacher. Students need an idea of what top choice of project idea would be.
- During conference, students present/sell concept ideas. They focus on selling the idea that is most appealing to them. With background info and research, student should show teacher why this item would be successful when created in linocut.
- Get final design approved.
- Demo of carving linoleum.
- Demo of reduction print.

**Day 6:**

- Online Article:  
<http://library.thinkquest.org/08aug/01276/colorsanddesign/colorinadvertising.html>
- Begin color studies in sketchbooks. 10 color explorations/variations minimum.
- Work time.

**Day 7:**

- Begin Carving.
- Work time.

**Day 8:**

- Work Day.

**Day 9:**

- Work Day.

**Day 10:**

- Work Day.

**Day 11:**

- Color testing day.
- Use carved plate and scrap paper to test out sketched color theories.
- Mid-Project critique – each student will show their concept and test prints along with any thoughts or reservations they are having concerning color. Fellow students will offer thoughts and opinions... serving as a type of focus group.
- Student will choose final color design.

**Day 12:**

- Printing day.
- Remind students about signing and editions.
- Prompt students to bring in materials to use print for its implied purpose.  
Example: Bring in clothing on a hanger and attach printed tag. Bring in empty wine bottle and apply label. Create book with printed cover.

**Day 13:**

- Application day.
- Students will be finishing their projects by applying their prints into their intended form.

**Day 14:**

- PowerPoint – Artists Statements
- Students will write their own artist statement – Rough draft in their sketchbooks. 20 minutes
- Students will get into pairs and edit each other's rough drafts for spelling and grammar.
- Type up final draft in computer lab.

**Day 15:**

- Presentation Day.
- Present final product, talk about their process showing sketchbook pages.
- Fill out self- evaluation.
- Turn in self-evaluation, sketchbooks, linocut plate and final product for evaluation.

**Evaluations: Formative**

Teacher will be regularly walking around the room watching students and their progress throughout project. Students will have to complete sketches as well as extensive color studies before moving onto carving or printing. Mid-project critique allows teacher to see creative process and to judge if student is staying on track. Teacher will listen for students to use words of understanding throughout lesson and during final presentation.

**Summative**

See attached evaluation form.