

Studio Objectives

Students will:

- create a stamped relief print using a design of their choice
- understand that the process requires planning and careful use of media

Materials

- sketch paper
- 9" x 12" white paper for printing
- water-based block printing ink in assorted colors

Setup

A stamping project can be a good introduction to printing and printmaking without the worries of needing a press. Have students develop their initial designs in pencil on sketchpaper.

Create It

Explain to students that to create darker areas will require that they overlap each stamp so that none of the white paper shows through. Encourage students to work slowly and carefully when attempting to stamp a print exactly as it is drawn. Experimenting with stamps of different sizes can allow students to experience a variety of interesting results.

Sketchbook Connection

Encourage students to use their sketchbook as a place to keep sketches and notes for their prints. When developing a new design, students should not forget to revisit their earlier sketches for ideas.

Studio Experience

Stamped Print

In this Studio Experience, you will create a stamped relief print using a design of your choice. The process requires only the eraser on the end of a pencil, printing ink, and some paper.

Before You Begin

Think about the design you would like to present. Work out the composition in your sketchbook or on other paper. After your design is complete, draw it lightly with a pencil on your paper. Consider the colors you will use.

You will need

- sketch paper
- 9" x 12" white paper for printing
- water-based block printing ink in assorted colors

Create It

1. Experiment with designs on sketch paper and choose a final design to develop as a print.
2. Draw your design on paper and choose your ink colors.
3. Put small amounts of ink onto a piece of Plexiglas. Mix the ink to get exactly the colors you want in your print. Roll the ink into a small area so that the ink is flat.
4. Press the eraser into the ink and then onto the paper. Continue stamping until the print is complete.



Fig. 1-23. Stamping the print.

Check It

Are you pleased with your stamped print? If you were to create a second impression, what changes would you make in your design?

Sketchbook Connection

Keeping a sketchbook is a great way to practice drawing and to explore designs that you might later use for prints. Sketches, like photos, can capture the world as you see it, giving you visual records of what you see and think. Carry your sketchbook with you, and use it frequently.

Fig. 1-24. Stamped prints are suitable for just about any subject, from abstract designs to self-portraits. How is the stamping in this print applied to suggest hair texture, skin tones, and background?

Student work, MacKenzie May, *MacKenzie*.



Rubric: Studio Assessment

4	3	2	1
Planning • Composition • Reflection/Evaluation			
Strong design and composition that addresses complex visual and/or conceptual idea.	Composition clearly shows intention and attempt to balance/unify design but unsuccessful.	Composition is awkward but shows some purpose.	Weak composition lacks evidence of intention or consideration. Haphazard.
Media Use • Craftsmanship			
Successful experimentation and/or risk-taking with media. Neat execution. Exhibits intent while recognizing own limitations.	Reasonable risk-taking in application of media. Above-average rendering with slight deficiencies evident in final project.	Normal use of media in project. Shows some area of skill in a limited area.	Poor or wasteful use of media/equipment. Unable to recognize own ability, hindered by limitations.
Craftsmanship • Synthesis • Reflection/Evaluation			
Critically reflects on, evaluates, and determines prints in terms of learned concepts and techniques. Freely shares ideas, takes active interest in others; eagerly participates in class discussions. Works independently and remains on-task.	Adequately reflects on, evaluates, and determines prints in terms of learned concepts and techniques. Shares ideas, shows interest in others; participates in class discussion. Works independently and remains on-task.	Inadequately evaluates prints; poorly reflects on learned concepts and techniques. Little interest in sharing ideas or listening to others, reluctant to participate in class discussions. Needs coaxing to work independently and remain on-task.	Little or no attempt made to reflect on and evaluate prints using learned concepts and techniques. Indifferent to the ideas of others; not willing to participate in class discussions. Does not work independently, behavior disruptive.