

Title of Lesson: “Printing Paradox: Monoprint Diptychs”

Grade Level and Number of Students: Grade 9, 10, 11, and/or 12 Art I; 20 students

Lesson Length: 1 week

LESSON RATIONALE

After practicing foundational and technical methodologies that focus on the elements and principles for drawing at the beginning of the semester, students will develop a more conceptual approach in this printmaking project. Students will understand some ethical approaches to sourcing references by using creative license photos as well as their own photos as source material. It is important to consider the big idea of connections as it promotes creative thinking while developing meaning and personalization within their works. This creates a conversation with viewers and the fluency of this visual comparison adds interest to their investigation of concepts in art. Students will learn about this history and definitions of a diptych and triptych. They will use this historical knowledge to create their own, modern version of a diptych.

Some examples of students’ dual topics might include Man versus Nature, young versus old, complementary landscapes, family members, differing flowers, etc. This will be reflected in their chosen photos. Students will be motivated by this aspect of personalization as well as the option to color these pieces with colored pencils. Practicing a new technique using familiar media will boost students’ understanding, while adding new knowledge to their skillset. It is inspiring to include artists that practice monoprinting such as Favianna Rodrigues. That way, students have an idea of the impressive extent to which printmaking may be layered as well as the conceptual ideologies it facilitates

Process: Intaglio ink Monoprints

ARTISTS

FAVIANNA RODRIGUEZ:

Favianna Rodriguez is an interdisciplinary artist based in Oakland, California. Much of her work centers on social issues. “Favianna is regarded as one of the leading thinkers and personalities uniting art, culture and social impact” (Rodriguez Gianni, 2023). Her example of challenging monoprinting and using media to convey her overall message will give students perspective when creating their monoprints. Regarding the introspection of this lesson, she states that “This monotype is part of a series of self-portraits about my own process of self-exploration” (Rodriguez Gianni, 2023).

Brianna Lee:

Lee is a contemporary oil painter with impressive examples of modern diptychs. She studied contemporary and traditional painting techniques at the Los Angeles Academy of

Figurative Art (LAAFA) and in the private atelier of portrait artist Adrian Gottlieb. She received her BFA with honors from the prestigious Laguna College of Art and Design in Laguna Beach, CA.

BIG IDEA: Comparisons

LEARNER OBJECTIVES:

- Students will understand and practice how to trace neatly on plexiglass plate
- Students will practice using the printing press responsibly
- Students will write an artist statement explaining the comparison on contrast of chosen subjects.
- Students will develop patience and practice precision as they create their images throughout the printmaking process.

3 National Standards for Visual Arts (VAS) (list numbers and full description for each standard) <https://www.arteducators.org/learn-tools/articles/219-national-visual-arts-standards-at-a-glance>

VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

3 VA State Standards of Learning (SOL) in the arts:

http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/2013/visual_arts/std_finearts_visualarts.pdf

AI.5 The student will identify communication and collaboration skills for the art studio, including safety procedures.

AI.12 The student will select and apply elements of art and principles of design to communicate meaning in works of art.

AI.15 The student will exercise increasing skill and control in the use of media and techniques.

REFLECTIVE QUESTIONS

1. What was your theme and how do your subjects show this theme?
2. What surprised you about this process? Why?

3. What part of this assignment are you especially proud of?
-

MATERIALS NEEDED FOR LESSON

- A. **Art supplies:** 20-8x10" pieces of mixed media paper, 20-30 brushes, 21 plexiglass plates, a jar of water-soluble intaglio ink, 8 packs of colored pencils (optional), 3-4 trays of water for soaking paper before printing, 4 rolls of masking tape so that students may share, a pad of 18x24" newsprint for drying wet paper, 200 T-pins to pin wet prints to the corkboard.

Additional Materials

PowerPoint

Inspirational printmaking video

VOCABULARY/DEFINITIONS

Monoprinting: technique that involves printing only one copy of a print

Diptych: Two complementary or contrasting themes displayed together as a set

Duality: the quality or state of having two different or opposite parts or elements.

Value: Element of art that describes the lightness or darkness of a subject.

Intaglio ink: slow drying ink that sets well on the plate

MOTIVATING STUDENTS; PERSONAL and SOCIAL RELEVANCE

Students will utilize a choice-based approach that will allow each to select a topic that is personally relevant. Further, students will use a tracing method to create fun and accurate prints. Students will also have freedom to choose the subject and unifying factor of their diptych that interests them. This open choice of subject or theme leaves the students with a multitude of possibilities for customization. Since these choices make the final piece personally relevant, students will be more motivated to complete these pieces as they define their personal beliefs.

LESSON PROCEDURES

- A. **Teacher/Classroom Prep:**

Teacher will prepare a PowerPoint and photo editing demo to deliver pertinent info. Teacher will assemble sheets of paper, newsprint, and trays of water placed on the counter for easy accessibility. Teacher will make sure that there are enough supplies for each class. Teacher will take the press out of the closet and center it. They will cut more pieces of 8x10" paper if necessary.

B. LESSON SEQUENCE

Teacher Actions

12:45-2:18

Day 1:

12:45-12:47: greets students as they enter the classroom and take their seats. Teacher will take attendance via Synergy.

“Welcome back from Spring Break!!”

12:47- 1:05: Teacher will introduce the lesson via PowerPoint. Taking time to specifically address safety and cleanliness in the classroom as this process can be MESSY. Teacher will define diptych and ask for student examples.

1:05-1:10: Teacher will walk students through a demo using the free photo editing software, pixlr.com. This tutorial will involve flipping the image, turning it to a greyscale image, and altering the contrast for maximum visibility on the screen.

1:10-1:15: Teacher will allow a few minutes for students to complete this task, receive feedback on both photos, and email the vinal versions to the teacher.

1:15-1:20 Go beyond the PowerPoint and conduct an in-class demo to demonstrate the steps of taping the plexiglass, tracing the photo with the messy intaglio ink and finding a plain white image to see their tracing progress.

1:20-1:25 Teacher will conduct a final demo on how to wet the paper, drop the inked plate onto the paper, flip the plate

Expected Learner Actions

12:45-2:18

Day 1:

12:45-12:47: Students will respond to teachers greeting and take their seats.

12:47- 1:05 Students will pay attention to the introduction and be ready with potential photos for the project. Students will volunteer some comparisons such as “Life and Death, Portraits and Landscapes, Happy and Sad, etc.”

1:05-1:10 Students will follow along with the demo using their own photos.

1:10-1:15: Students will finish up the photo editing process and ask questions if they need assistance. “Is the contrast good enough on this photo?” “Make sure you darken the shadows a bit, right now it is a bit washed out. Also, make sure to increase the brightness of the screen so it is easier to trace later in the lesson.

1:15-1:20 Students will watch the brief demo and be ready to use these skills applied to their own photos. Students will ask relevant questions such as “How to I create lighter shades if we’re not using white?” “Good question, that’s why we have the white background: it simulates the white paper and that will provide the highlights.”

and paper in one motion, place it on the press, and create their first print. Teacher will ask students to volunteer to participate in the demo (wet the next piece of paper for a ghost print, turn the wheel etc).

1:25-2:05: Teacher will walk around and help students tape their plexiglass plate to their Chromebooks and distribute a dollop of goo on a piece of cardboard at each table. Teacher will facilitate printing as students begin finishing their first monoprints.

2:05: Teacher will announce cleanup and ask that students put all supplies back in their table's tubs and place all projects in the correct cabinet. And MAKE SURE their names are on the back

2:18 The bell rings and the teacher will wish the students a good day as they leave.

Day 2; Tuesday

12:45-12:47: Teacher will greet students as they come into the room and remind them that they are working on the Printmaking project again today. Teacher will remind students that they should have their official photos picked out. Teacher will take attendance via Synergy.

12:47-1:12: Teacher will walk around as students work independently to clarify or reexplain to any students that were absent on Monday. "How are we feeling about it at this table?" "Not good, I messed up my mom's eye in the tracing." "That's ok we have plenty of time. Use a damp Q-tip to erase it if you need too or are having trouble seeing the photo with so many ink layers. You are doing great thus far, and we are still in progress!" Teacher will continue to different tables for encouragement and consultation.

1:20-1:25 Students will pay attention out of respect for the print/equipment.

1:25-2:05: Students will begin inking their plexiglass plates. Students will be extremely careful to keep the ink from getting on clothing or the table. Students will notify the teacher when they are ready to print.

2:05: Students will clean all the ink, put plates on the drying rack refrain from looking at their phones and turn all video volume down on Chromebooks.

2:18 Students will say goodbye to Ms. V and Mr. Corday.

Day 2; Tuesday

12:45-12:47 Students will say hello as they enter the classroom, gather their supplies, and continue the shading process to build contrast and dimension.

12:47-2:12 Students will pay attention during the teacher's reminders/announcements and ask any pertinent questions before they get started. For instance, "I wasn't sure what to do so I just did my pet." "Ok, let's dig a little deeper into that. What is a contrasting idea you could apply to this sleeping cat image?" "I could do an active portrait of my dog, he's SUPER hyper. Students will work steadily on these projects, and they will have plenty of time to ask the teacher questions or obtain advice for certain areas they wish to improve. "I had a bit of black from my tiger stripes bleed into the background, how do I fix that? "Oh no! That's ok, just grab a Q-tip and blot the color, it should come off for the most part. Be sure to let it dry more before you try that again."

2:13 Teacher will announce cleanup.

2:18 the bell rings and teacher wishes students a good day as they leave.

Day 3; Wednesday

12:45-12:47: Teacher will greet students as they come into the room and remind them that they are beginning to work on their second print today. Teacher will take attendance via Synergy

12:47-2:12: Teacher will walk around as students work independently to clarify or reexplain to any students that were absent on Monday. “How are we feeling about it at this table?” “Not great, the midtones are not working well for me.” “Yes, they are definitely challenging. Try having a second brush that barely has any ink on it so you can create those middle tones easier.” “Ok, I’m trusting the process...” Teacher will continue to monitor different tables for encouragement and consultation. Teacher will remain available to help students if they get stuck but will allow the rest of the class time to finish these projects. Questions might include “How should I fill in the rest of my empty space?” “One option is to have a neutral or lightly textured background like in your phot: it’s out of focus, so a very painterly background would work.”

2:13 Teacher will announce cleanup and remind students that they will be Critiquing their finished diptychs in class on Friday.

12:18 The bell rings and teacher will say goodbye as students leave. “Have a great day!”

Day 4; Thursday; Final Workday

12:45-12:47: Teacher will greet students as they come into the room and remind them that they are working on shading their

2:13: Students will begin cleaning their tables and place work either on the drying rack or in the drawer depending on if it is dry yet. Further, they will wash all brushes, paint cups, throw away napkins, and wipe any paint off the tables.

12:18 Students will say goodbye as they leave.

Day 3; Wednesday

12:45-12:47 Students will say greet the teacher and peers as they enter the classroom, gather their supplies and plexiglass plates off the drying racks, and continue the layering process to finalize their pieces. Students will pay attention during the teacher’s reminders/announcements.

12:47-2:12 Students will work steadily on their projects, and they will have plenty of time to ask the teacher questions or obtain advice for certain areas they wish to improve. “It’s almost done but I just don’t know how to make it look ‘finished.’” “It looks like your subject is super detailed, but you haven’t added any of the background details yet. “Can you help me pin this print up?” Sure! Let’s get like 20+ pins ready.”

2: 13 Students will begin cleaning their tables, pin finished prints up the corkboard. Further, they will wash all brushes, paint cups, throw away napkins, and wipe any ink off the tables.

12:15 Students will acknowledge the upcoming critique and say goodbye as they leave.

Day 4; Thursday; Final Workday

second print today. Teacher will take attendance via Synergy and distribute ink to each table.

12:47-2:12: Teacher will walk around as students work independently and make sure they are on schedule to finish their prints by the end of the day today. "How is it going today?" "It's going ok, I should be on track to finish today." "That's great, flip to the white background real quick...oh yeah that looks great! Good job!" Teacher will continue to monitor different tables for encouragement and consultation. Teacher will remain available to help with the printing press and will allow the rest of the class time to finish these projects. Questions might include "Why do I have to flip the plate once it's on the wet paper?" "Because we don't want to get any ink on the felt. Even with the trash bag layer to protect it, we gotta take ALL the precautions"

2:13: Teacher will remind students to begin cleanup and pin their finished prints on the board to dry for the critique for tomorrow.

12:18 the bell rings and teacher will say goodbye as students leave. "Happy Friday Eve and great work!"

Day 5; Friday

12:45-12:47: Teacher will greet students as they come into the room and remind them that they are critiquing their Monoprints today. Teacher will take attendance via Synergy.

12:47-12:55: Teacher will remind students how to do a critique using the complement sandwich method. Teacher will write some essential questions on the board such as "Is there enough value to make it look dimensional? What theme do you think this represented? Why?" etc.

12:45-12:47 Students will greet the teacher and peers as they enter the classroom, gather their supplies and plexiglass plates off the drying racks, and continue the layering process to finalize and print their pieces. Students will pay attention during the teacher's reminders/announcements.

12:47-2:12 Students will work steadily on their projects, and they will have plenty of time to ask the teacher questions or obtain advice for certain areas they wish to improve. "It's almost done but I just don't know how to make it look 'finished.'" "It looks like your subject is super detailed, but you haven't much detail in the background yet." Another student asks "Can you help me pin this print up?" Sure! Let's get like 20+ T-pins ready."

2:13 Students will begin cleaning their tables, pin finished prints up the corkboard. Further, they will wash all brushes, paint cups, throw away napkins, and wipe any ink off the tables.

12:15 Students will acknowledge the upcoming critique and say goodbye as they leave.

Day 5; Friday

12:45-12:47 Students will greet the teacher and peers as they enter the classroom, pin their prints on the wall if they aren't already, and prepare for the critique.

12:47-12:55 Students will listen to reminders and prepare to answer these questions once they receive their papers.

12:55-1:10: Students will answer the questions on the board in paragraph form. Some answers might include "Our piece looks very realistic due to the high contrast and range of value." "This piece is very dimensional and is probably close to the photo." "We thought that this piece

12:55-1:10: Teacher will walk around and pass out paper to pairs of students. They will write about one of the pieces that belonged to a student outside of their 4-person table.

1:10-1:40: Teacher will facilitate and act as a 'Vanna White' to draw focus to the piece being critiqued.

1:40-2:00: Teacher will conclude the critique. If needed, the critique may take shorter or longer. But time permitting, teacher may allow students to trace another print aside from the diptych for fun. This is where they may do characters/fan-art.

2:05 Teacher will announce cleanup.

2:18 The bell rings and teacher will say goodbye as students leave. "Happy Friday, have a great weekend!"

represented life and death, because there is a cemetery paired with a sunrise."

1:10-1:40: Students will read each critique aloud to deliver constructive, specific feedback to peers.

1:40-2:00: Students will choose to either create another print, or work on missing work, such as the brainstorming theme doc.

2:05: Students that chose to try another print will cleanup as it takes a bit of time to scrub the plates and brushes.

2:18: Students will wish teachers a good weekend as they leave.

ADAPTATIONS AND RECOMMENDATIONS

All students will have access to a subtitled demo video of the in-class demo as well as a copy of the introductory presentation. Both will be uploaded to canvas. This will benefit absent students, students with a hearing impairment, as well as students with a learning disability as they will be able to pause the directions/ presentations multiple times and read along with the directions. Students who need wheelchair access will be able to reach the provided supplies as the teacher will prep the classroom and put the supplies on the counter. There will also be plenty of room provided at their table so the chair will fit comfortably.

ASSESSMENT

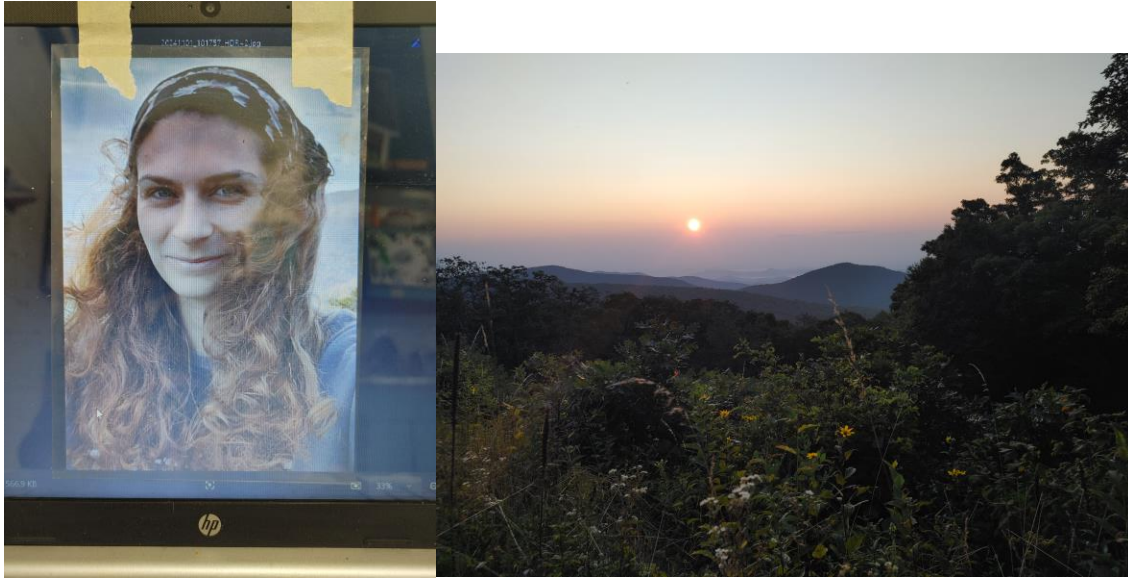
A. Assessment:

Preassessment will include a discussion of different themes and how one may make connections via the visual imagery of a diptych.

Students will present their projects during a critique in which they will evaluate the success and discuss the intentions of their diptychs. Students will share what their theme was and how each image relates to one another.

Students will write a short description of their diptych to present to their audience. This will be submitted for grading and used to evaluate the success of the intention.

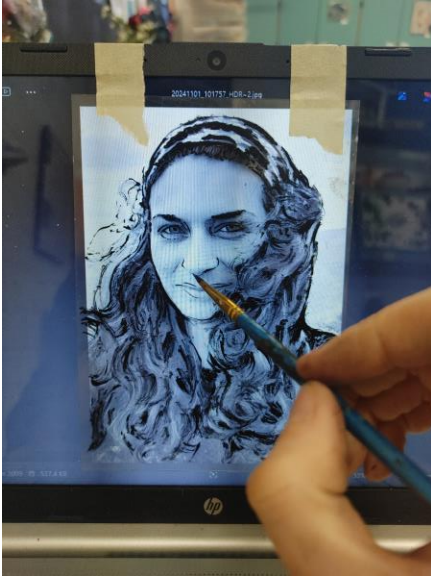
PROCESS IMAGES



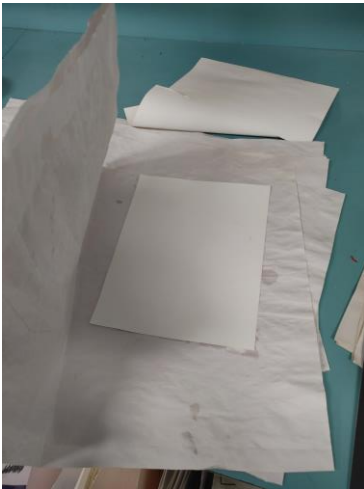
Step 1: Gather Supplies including photos, paper, water trays, a brush, ink, a printing press, gelli plates (optional) a plexiglass plate.



Step 2: Change photo to black and white, flip it horizontally, and increase the contrast using digital editing software.



Step 3: Tape the plexiglass plate to the computer screen and begin tracing with the intaglio ink.



Step 4: wet 8x10 piece of paper in the water tray and dry off on the newsprint paper



Step 5: Place wet paper on the printing press and gently place the plate facedown on the wet paper. Flip over so the paper is on top before rolling through the press.



Step 6: Turn the handle until the felt moves to the other side.



Step 7: Pin to the board with many pins so the wet paper does not warp as it dries.

References

Lee, B. (2020). *Brianna Lee Fine Art*. Briannaleefineart.com.

<https://www.briannaleefineart.com/>.

Rodriguez Gianni , F. (2023). *Favianna Rodriguez: Biography of Intersectional Contemporary Artist*. Artist, Organizer & Social Justice Activist | Favianna Rodriguez. <https://favianna.com/about/biography>

White, K. (2019, May 9). *Are Diptychs Contemporary? A New Chicago Exhibition Takes a Closer Look*. Artnet News. <https://news.artnet.com/partner-content/diptychs-zhou-b-arts-center>.

