

Clearly, This Is Art

Making Silk-Screen Prints Using Transparencies

James Doyle, Shayna Pond
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Grade Level	9th – 12th Grade
Subject	Visual Arts
Course	Visual Arts

Essential Question

How does one design art for screen printing?

Summary

Students will use Wacom tablets to make monochrome images, burn them to transparency paper, and make some shirts and/or bags with them. Students also will watch ICAP interviews with a screen-printing business that prints its own materials and will then reflect on this as a career option.

Snapshot

Engage

Students compare artworks and find the commonalities among them.

Explore

Students use the 30-Second Expert strategy to read and/or watch a video on silk-screen printing techniques and discuss what they have learned to negotiate a group understanding.

Explain

Students watch a video about silk-screen printing techniques and discuss the career of screen printing with a local gallery owner.

Extend

Students make screen-printed designs digitally and then turn them into screen-printed clothing.

Evaluate

Students reflect on their final product as well as this occupation and discuss whether they would be interested.

Standards

Oklahoma Academic Standards (Fine Arts: Visual Art (High School: Advanced (II)))

VA.CP.2 : Practice and refine techniques and skills related to visual arts.
II.VA.CP.2.1 : Continue to experiment to demonstrate acquisition of skills and knowledge in a chosen art form.

Oklahoma Academic Standards (Fine Arts: Visual Art (High School: Advanced (II)))

VA.P.2 : Use various media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.
I.VA.P.2.1 : Explain how traditional and non-traditional materials used in art- making may impact human health and the environment. Demonstrate safe handling of materials, tools, and equipment.

Attachments

- 4-2-1 Graphic Organizer—Clearly, This Is Art - Spanish.docx
- 4-2-1 Graphic Organizer—Clearly, This Is Art - Spanish.pdf
- 4-2-1 Graphic Organizer—Clearly, This Is Art.docx
- 4-2-1 Graphic Organizer—Clearly, This Is Art.pdf
- Lesson Slides—Clearly, This Is Art.pptx
- Notecatcher—Clearly, This Is Art - Spanish.docx
- Notecatcher—Clearly, This Is Art - Spanish.pdf
- Notecatcher—Clearly, This Is Art.docx
- Notecatcher—Clearly, This Is Art.pdf

Materials

- Lesson Slides (attached)
- 4-2-1 Graphic Organizer (attached)
- Notecatcher (**will be attached when ICAP video is ready**)
- Packages of transparency paper
- Color printer
- Digital art software, such as Krita
- Chromebooks or other internet-connected devices
- Premade screens
- Photo emulsion fluid and sensitizer
- 250w BBA photobulbs
- Ink for printing
- Material to print on, such as a shirt, tote, etc.

20 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Display **slide 1** and introduce students to the concept of the art analysis activity. Say the following: “We will view three separate works of art and try to find the commonality between them. The works are shown on slides with a 1-minute timer for each piece. During this time, ask students to take notes over all possible ideas on a piece of scrap paper.” Each of the art pieces selected is a screen print. Show **slides 2-4** to display the artwork.

Display **slide 5** and explain the 4-2-1 strategy. Students will start by (1) identifying their own with four possible commonalities, (2) adding a partner and narrowing the commonalities to two, and then finally (3) meeting with another pair and narrowing it down to one commonality. After they have done so, have them share with the class. It is unlikely that any of them will have identified that they are screen prints, but that is okay and can be revealed with the next few slides.

Display **slides 6-8** and introduce the lesson title, learning objective, and essential question.

10 minutes

Explore

Display **slides 9 and 10** and introduce the 30-Second Expert strategy. After students make their T-charts, have them pair up. Provide one student with the link to the article from The Metropolitan Museum of Art and the other with the link to the "DIY: How to Burn a Silkscreen and Print at Home" video as shown on **slide 11**.

Embedded video
https://youtube.com/watch?v=KnL_Kj74G8c

On the "What I know..." side, ask students to summarize the process of screen printing in a concise manner. On the "What I learned..." side, ask students to add any additional information that their partner has to say about the process that they omitted. After collecting their observations, have student pairs share their findings with the class.

20 minutes

Explain

Display **slide 12** and play the ICAP video, "Clearly This is Art." As students watch the video, have them use the provided **"Clearly This is Art Notecatcher"** handout to answer questions.

Embedded video
https://youtube.com/watch?v=tS068QvRc0k

Display **slide 13** and explain the Airplane Landing strategy. Use the strategy to select a few students for each question to share their answers with the class.

End Day 1 of instruction here.

140 minutes

Extend

Display **slide 14**. Demonstrate coating the blank screen in emulsion fluid and storing it in a dark bag. Have students go through this process.

Teacher's Note

This next activity is designed to be completed in the Krita web app. If you use a different program like Photoshop, GIMP, or Sketchbook, feel free to use those instead, but just be aware that some of the digital tools might be located in different places.

Allow students the rest of the class period to create a design that will be printed on an article of clothing. Display **slide 14** and remind students of the following rules:

1. Students should use only the color black. Their print does not have to be black ink; however, designing with the color black will allow for better transparencies.
2. The thinner the lines of their design are, the more difficult it will be to transfer. “Fortune favors the bold.”
3. Their design must fit on a 7.5” x 9” surface.

End Day 2 of instruction here.

Teacher's Note

If you have more advanced students, you should allow a few days to work on their designs.

On the next day of the design process, have students export their designs as transparent images and print them on 8.5” x 11” transparencies.

Teacher's Note

Instructions for this step are included for Krita on **slide 15** if needed.

Afterward, have them use the transparencies with the 250w bulbs to burn their designs into the screen.

- Instruct students to tape the transparency to the screen, using painter’s tape to ensure there is even pressure on the screen.
- Make sure the surface they set the screens on has a dark surface for the best exposure results.
- After the correct amount of time for exposure (see Teacher’s Note below or your emulsion bottle for correct time amounts; it is usually about 8 minutes), have students wash the screen under water, lightly using a sponge if necessary to remove the emulsion from the “burned in” design.
- Have them dry the screens by lightly dabbing them with a towel and then store them in a safe place.

Teacher's Note

If you need a refresher on how to do the above step, watch the DIY video from the Explore phase again. Additionally, you may refer to the "Photo Emulsion" of this linked PDF by the supply company Speedball. They also have a great video series of these instructions on YouTube: "Introduction to Photo Emulsion."

End Day 3 of instruction here.

On the start of Day 4, have students collect their screens and set them up on a table for printing. Display **slide 16** with instructions for using their screen to print on the T-shirt. After printing, have students clean up their station and allow their shirts to dry.

20 minutes

Evaluate

Display **slide 17**. Have students use their devices to record a short 1-minute video reflection on the question, “Could I do screen printing for a living?” Ask them to reflect on what they enjoyed about the process, what they disliked, and whether they think this is a career they would like to pursue. Have students share the videos with using your choice of platform (Google Drive, Canvas, etc.). Once they are done recording, display their printed shirts on the walls of the room and have students view one another’s work.

Resources

- K20 Center. (n.d.). 30-second expert. Strategies. https://learn.k20center.ou.edu/strategy/1048
- K20 Center. (n.d.). 4-2-1. Strategies. https://learn.k20center.ou.edu/strategy/142
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- Lichtenstein, R. (1965). Brushstroke [Screenprint]. Museum of Modern Art. https://www.moma.org/collection/works/60284
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- Speedball Art. (2017, October 13). Introduction to photo emulsion [Video]. YouTube. https://www.youtube.com/watch?v=LAWEseSxRt4&list=PLP4qSsVxTu2qKs-ODGgHVBZYRhDbw12_y
- Speedball Art. (2022, January). Screen printing instructions [PDF]. Speedball Art Products Company. https://www.speedballart.com/wp-content/uploads/2022/01/2021-Screen-Printing-Instructions-Version-5.pdf
- Warhol, A. (1967). Untitled from Marilyn Monroe [Screenprint]. Museum of Modern Art. https://www.moma.org/collection/works/61246
- WIRED. (2016, May 16). DIY: How to burn a silkscreen and print at home [Video]. YouTube. https://www.youtube.com/watch?v=KnL_Kj74G8c