

STAMPING AND PRINTING WITH FOUND OBJECTS

Printmaking is the process of transferring an impression from one object onto the surface of another. In this activity, students will learn that a single image (a stamper or a textured object) can be used to make infinite reproductions of that image. They will use traditional stampers and also explore the printing possibilities of natural and found objects such as leaves, corrugated cardboard, keys, etc.



RECOMMENDED AGE LEVEL: 6-8

LENGTH OF TIME TO COMPLETE: 1 hour

LEARNING OBJECTIVES:

Students will learn that a single image (a stamper or textured object) can be used to make infinite reproductions of that image.

ART TECHNIQUES:

1. Applying Ink. Students will learn how to apply ink to stampers and printing objects;
2. Pressing. Students will learn how to press stampers onto paper, to create a reproduction of the stamp image.
3. Burnishing. Students will learn how to burnish, or rub an object, to transfer an impression of the image to paper.
4. Design. Students will consider design possibilities, by choosing the placement of various printed images.

OUTCOMES:

By the end of the activity, students will:

1. have a basic understanding of the printing process. They will understand that a stamper or object can be used to create an infinite number of reproductions;
2. make the connection between rubber stampers and printed objects such as dollar bills;
3. have an appreciation of the detail they can reproduce when printing and will recognize the intricate features of everyday objects such as leaves, sponges and their fingerprints.

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MATERIALS:

- Newspaper
- Paper to use as scrap or practice paper (copier paper/recycled paper)
- Colored paper to use for printing (copier or construction)
- One rubber stamp
- Washable ink pads
- Rubber stamp
- Washable paint
- Paper plates
- Paint brushes
- Objects to print with: leaves, fruits/veggies cut in half, kitchen sponge, corrugated cardboard, burlap, corks, pencil erasers, old keys, string, yarn.
- Paper towels

PRINTMAKING VOCABULARY:

Burnishing - the process of rubbing a printing object, so ink is transferred evenly onto paper

Ink - a material similar to paint, but thinner in consistency, that is suitable for making prints

Print - the image that is created when a stamper is inked and pressed onto paper

Stamper - an instrument, containing a raised design or text, that makes reproductions of the design or text when inked and pressed on paper

Surface - the topmost layer of an object. On a stamper, the raised surface is the part that will create the printed design

Texture - the appearance and feel of a surface

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INTRODUCTION (10 minutes):

1. Show a dollar bill and let students examine it closely. Talk about how money is printed from printing plates, so that thousands and thousands of reproductions can be made.

Questions to ask students:

- “How was the picture put on the paper?”
- “How are thousands of these created?”

2. Show a stamper (it can be a date stamper, something from the office, or a kid’s stamper). Ask the group to examine the stamper closely.

Questions to ask students:

- “What is this?”
- “How does it work?”



3. Lead a demonstration and discussion of the qualities of the stamper. Ink the stamper, using a stamp pad and press the stamper onto a piece of paper.



Questions to ask students:

- “Which parts of the stamper showed up on the paper? The raised parts or the low parts?”

5. Let students use stampers for 5 minutes to create a practice sheet of stamped images. If sinks are available, allow each child to “sign” their practice stamping page with their unique “personal stamper” – a thumb print.
6. Talk about discoveries (backwards image, smudging, over/under inking, layering).

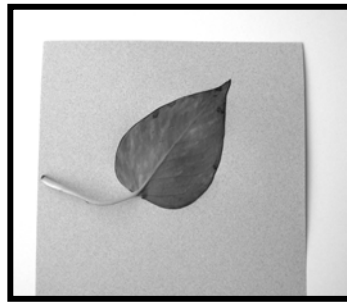
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DEMONSTRATION (10 minutes):

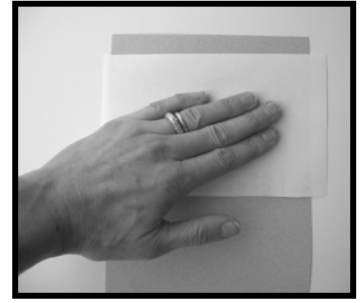
1. Introduce a variety of textured items and have students explore the items by touching them and looking at them. Discuss different kinds of objects that might have interesting surfaces to print, such as leaves, corrugated cardboard, nubby fabric, etc.
2. Choose a leaf from the box of textured items for the printing demonstration.
 - Lay the leaf on a piece of scrap paper.



Using a paintbrush, apply a thin layer of paint to the side of the leaf with the most texture.

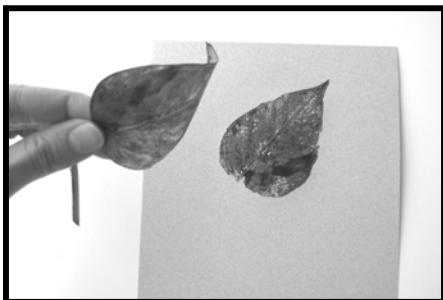


Carefully turn the leaf over and lay it on the paper, paint side down.



Place a piece of scrap paper on top of the leaf and rub. This is called “burnishing,” or pushing the paint onto the paper evenly.

Plan the print. Discuss with the group where on the paper to make the first print.



Remove the scrap paper and the leaf.

Discuss the leaf print.

- “What details do you see?”
- “How is this image reversed?”
- “Did I use the right amount of paint – too much or too little?”

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ACTIVITY (20 minutes):

1. Ask children to select the materials they would like to use to make their prints.
2. Distribute paint, paint brushes, scrap paper and printing paper.
3. Help problem-solve how to print challenging objects: small things may be painted and held like stampers; string-like objects could be taped down and painted, etc. Problem solving is an important aspect of the activity. Encourage experimentation and risk taking.
4. Tape prints on the wall, ask they are created.
5. Closure (5-10 minutes). Ask students to walk around the room and look at the collection of prints. Invite them to talk about each other's work.

Ask questions about the work, such as:

- “Which objects had interesting textures to print?”
- “Did anyone combine a few different objects to create their print?”
- “What surprised you about this activity?”
- “What discoveries did you make?”



ASSESSMENT:

Questions to consider, when assessing this activity:

- How does the student demonstrate a firm grasp of the three learning outcomes outlined for this activity?
- Assuming this activity builds on some prior knowledge and experience, what growth occurred for the student in this particular activity?

Actions to consider, when assessing this activity:

- Include a print example in each student's art portfolio
- Ask students to write about their printmaking experience.

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NATIONAL VISUAL ARTS STANDARDS:

Content Standard 1: Understanding and applying media, techniques, and processes

- b. Students describe how different materials, techniques and processes cause different responses
- c. Students use art materials and tools in a safe and responsible manner

Content Standard 2: Using knowledge of structures and functions

- b. Students describe how different expressive features and organizational principles cause different responses

Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

- c. Students understand there are different responses to specific artworks

MASSACHUSETTS STATE FRAMEWORKS

PreK – 4 STANDARD 1: Methods, Materials, and Techniques

- 1.1 Students will use a variety of materials and media and understand how to use them to produce different visual effects
- 1.3 Students will learn and use appropriate vocabulary related to printmaking methods, materials and techniques

PreK – 4 STANDARD 2: Elements and Principles of Design

- 2.3 Students will explore the use of textures to create printed images.
- 2.6 Students will explore composition by creating printed images with a center of interest.

PreK – 4 STANDARD 5: Critical Response

- 5.1 Students will learn ways of discussing their stampers and prints. They will identify the kinds of color, line, texture, shape and forms in their prints.

PreK – 4 STANDARD 9: Inventions, Technologies, and the Arts

- 9.2 Students will identify and describe examples of how the discovery of printmaking brought about change to the arts and culture.

TEACHER RESOURCES:

Books

Lord, Lois. 1996. *Collage and Construction in School*. New York, NY: Bank Street College of Education.
Desmet, Ann and Jim Anderson. 2000. *Handmade Prints*. Worcester, MA: Davis Publications, Inc.

Websites

www.make-stuff.com
www.kinderart.com