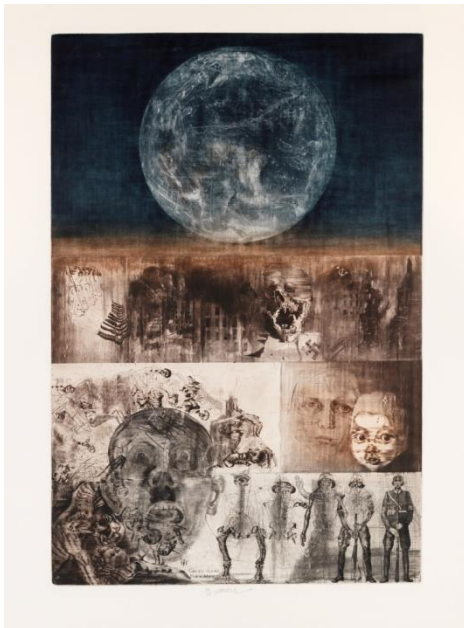


STAMPING YOUR IDENTITY

CREATING A LINOLEUM BLOCK THAT REFLECTS YOUR PERSONALITY!

VISUAL ART
GRADES: 6 - 12

BASED ON



Jiří Anderle (b. 1936), Czechoslovakia
Cruel Game for a Man, 1975
color drypoint and mezzotint à la poupée
Gift of Anne and Jacques Baruch, 1976.332

OBJECTIVES

- Students identify their personal identity characteristics and illustrate 'what they are'.
- Students design and print a linoleum block that is:
 - A 3"x3" square
 - A symbol of their personal identity
 - Carved to create lines and shapes that will become a strong black and white print
 - Detailed in the depth, impression and visual appearance of the block (able to be identified!)
- Students experiment with 'stamping in clay'.
- Students trade their prints and clay impressions with each other.

CONCEPT

This unit explores the idea of trading artwork with block printed stamps and clay-impressed tiles. The block is designed with a symbol of their personal identity, carved, printed on paper and pressed into clay. Watercolors, colored pencils and glazes highlight the prints and the clay image. After developing an artist's statement about their 'stamp', the students trade their prints and clay stamped tiles.

MATERIALS

- Reproductions of *Cruel Game for a Man* and other block print images that tell a story
- Reference books on artist trading cards and printmaking
- Personal Identity handouts
- Pencils/Erasers
- Rulers
- Scissors
- 3"x3" linoleum for each student
- Graphite transfer paper or soft lead pencils to do the transfer
- Sharpie markers
- Linoleum cutters
- Brayers
- Wooden spoons (or barens)
- Linoleum block printing ink in various colors and trays to hold the ink
- Various types of paper for printing
- Low-fire white clay (about ¼ lb per student) *Note that model magic or air dry clay can also be used.*
- 3"x3" templates
- Newspaper
- Clay boards with canvas covering (1 per student)
- Needle tools
- Rolling pins
- Brushes and various glazes
- Water/containers, paper towels, water-filled spray bottles
- Examples of linoleum blocks, finished prints and clay 'stamped' pieces

VOCABULARY

Printmaking/Block Printing
 Stamping
 Slab
 Artist Statement
 Identity

Personality
 Trading
 Literal Identity
 Linoleum (& linoleum tools)
 Impression

Brayer
 Edition/Series
 Pulling a print
 Symbolic Identity

PROCEDURE

1. Students discuss their definition of 'personal identity', both literal and symbolic. They complete the handout questions.
2. Block print examples are shown and *Cruel Game for a Man* is reviewed. Discuss what story Anderle was expressing. Students consider the artist's personal identity as a part of this print. Print-making, in general, is introduced, discussed and demonstrated. Cropping into a small square format is emphasized.
3. The students draw THREE distinctive ideas that exemplify a part of their personal identity. (*Note that the students are introduced to artist trading cards and the concept of creating and sharing one's artwork in a small format at this time. They can use reference books and 'google images' for idea generation.*)
4. After choosing their favorite design, the students use a graphite transfer, in order to trace their design onto a small 3"x3" linoleum block. All areas that will print are 'colored in' with sharpie marker.
5. Students watch a demonstration on cutting their linoleum blocks. Since the linoleum blocks are so small, safety is definitely emphasized. Students cut out their blocks. Student can try a test print and gouge out additional areas, as needed.
6. Students will be creating both prints and clay impressions with their designs. First, students roll a clay slab approximately 8"x8" and a thin ¼" thickness. Using a rolling pin for pressure, the students 'stamp' their clay. They create FOUR distinct blocks with their designs, cutting them out of the clay with a needle tool and cleaning up the edges with a damp sponge. After adding their name to the back of each one, the 'clay impressions' are bisque fired.

CLASS EXPERIENCE

7. Students will finish the four clay impressions as follows: one with full color glaze, one with black and white glaze, one with watercolor, and one with stain/clear glaze.
8. Students watch a demonstration of printing their blocks. They create a series of at least four prints, with one on larger paper.
9. Students experiment with several of the prints by working into and adding watercolor and colored pencil to the prints.
10. Students are introduced to the concept of reflection about their work and the communication of their thoughts via an artist statement. After drafting their personal statement, they transfer their thoughts in writing onto the larger paper print.
11. Students evaluate their results of four clay impressions and four prints. Students review the work of all the other students. Collaboration and trading of at least two of each is expected as the culmination of the project.

Note that students have extended this project by creating clay plates with multiple stamped impressions (borrowing friends/tablemates stamps). Creates a highly textural plate!

ASSESSMENT

Individual artwork evaluations will examine the following criteria:

Goals of assignment: Preliminary personal identity drawing has details that were also included in the linoleum block. At least four clay impressions (glazed, stained and watercolor) and four prints (series) have been created. At least one 'working into with watercolor or colored pencils' print has been created. An artist statement is a part of one of the prints.

Craftsmanship: Great attention to detail. Personal identity symbol was carefully cut, stamped into clay and printed. Skill is demonstrated in the care and use of materials. Clay squares are clean on the edges. Ink 'extra' has been kept to a minimum in printing. Thoughtful application of the colored glazes.

Effort: Time and effort apparent in the overall design and in the carving, clay stamping, and printing of the block.

Creativity/Visual impact/Originality: The student demonstrated creative thinking throughout the design and production process. The personal identity block is unique in its final, cropped design and the creation of the clay impressions and prints is dynamic and eye-catching. High visual appeal.

NATIONAL STANDARDS: VISUAL ART

Standard 1- Understands and applies media, techniques and processes related to the visual arts.

Standard 5- Understands the characteristics and merits of one's own artwork and the artwork of others.

RESOURCES

[1000 Artist Trading Cards](#), Patricia Bolton

[Artist Trading Card Workshop](#), Bernie Berlin

[The Decorative Stamping Sourcebook](#), Juliet Bawden

[Art Stamping Workshop](#), Gloria Page

[Print](#), Joy Jolliffe

Google 'images'

Name: _____

Personal Identity...what's yours?

A. Literal Identity- physical characteristics, etc.

B. Symbolic Identity- objects, places, people, animals, symbols, etc. that tell us more about who you are!

In order to create an artwork that symbolizes you, think of the things that make you what you are:

- *the clothes you wear and the way you look*
- *the music you listen to and the music you make*
- *the words you write and the images you create*
- *what you've been through and how you feel now*
- *where you live and where you belong*
- *the things you love and the things you hate*
- *your passions, politics and beliefs*
- *your family and friends*
- *the things that make you laugh and the things that make you cry*
- *the places you like and the places you fear*
- *the people you admire and the people you trust*
- *the messages you write and the messages you receive*

1. Identify an important thing that has happened to you:

2. Name something that makes you happy:

3. In your spare time, list something that you like to do:

4. Identify a favorite place that you have been:

5. Name a dream that you want to accomplish in the next 5 years:

6. List **three or more** foods, musicians/songs, or movies that are your favorites:

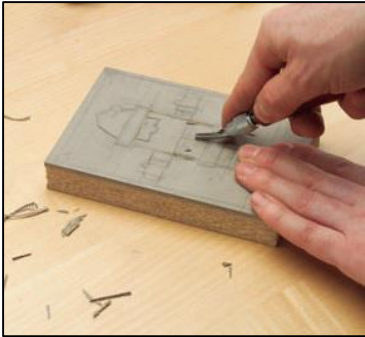
7. Describe a funny thing or event that happened to you:

8. List 1-2 DESCRIPTIVE WORD(S) that are a part of who you are:

A CLAY STAMP

Symbolic of your identity

You will be creating a clay stamp that reflects a part of 'who you are'.



1. Identify THREE possible PERSONAL IDENTITY images. Remember that this will be created in a very small stamp. (3"x3")

2. Sketch out these three ideas on the back of this handout. They need to totally fill the square. They need to be black and white with **no** thin black lines. Think 'thick lines and black shapes'. You will be creating a linoleum block that will be used as a clay stamp. Remember that in block printing, you cut away or recess what you do not want to print. The print is made from what is left of the original surface (what is still raised). The end result is like a stamp.



3. Use a sharpie to complete the three sketches. All black areas will be part of the stamp. All white areas will be cut away.

4. After review and approval from Mrs. Diemer, get a small block and transfer your design using the graphite transfer method. Go over the transferred design

with a sharpie marker.

5. Using safety precautions, cut away all the 'white' areas of the linoleum. Take your time! Once cut away, the block areas cannot be replaced.

6. You will roll out 4 small slabs (about 1/4" thick, 3"x3") and imprint with your clay stamp. Allow these to dry. Two of these will be used as gifts for another ceramic art student. You will be 'trading' these after glazing!



7. Now you will experiment with the stamps on a plate. Possibilities are endless by sharing stamps for multiple images on the plate, using your stamp multiple times (rotating the stamp), creating a pattern with the various stamps, etc. You need at least one 'experimental stamp' project plate. Creativity counts!!



8. After all the ceramic stamp projects are completed; you will create a series of 3 linoleum prints using traditional printmaking methods. These will also be 'traded' after printing.

