

Speedball®



GRADES: HIGH SCHOOL SCREENPRINTING

Social Practice and Climate Change

SUPPLIES

- Paper
- Pencil
- Craft Knife
- Cutting Mat
- Speedball Screen/Wood Frame
- Bienfang® Graphics 360™ Marker Paper
- Speedball Fabric Screenprinting Inks
- Speedball Squeegee
- Masking Tape
- Foam core
- Fabric
- Newsprint
- Iron

LESSON

Students are introduced to and discuss the concept and impact of climate change. Students create an edition of banners/flags representing climate change's impact on our environment by creating imagery representing their own personal icons for preserving the environment. Students publically display their work at a school or community event.

OPTIONAL MATERIALS

USING DRAWING FLUID & SCREEN FILLER

- Speedball Drawing Fluid and Screen Filler
- Red Baron™ Squeegee for applying screen filler
- Speedball Transparent Extender Base
- Speedball Ink Retarder to slow drying time

GUIDING QUESTIONS FOR LEARNING:

- What is the impact of climate change on our environment?
- How does climate change influence the four elements of earth, water, air and fire?
- What images from nature can be used as icons for preserving our environment?
- How can we as individuals and artists influence change to protect our environment?

LEARNING TARGETS:

- The learner will select a personal icon of nature threatened by climate change.
- The learner will research the impact of climate change on their chosen icon.
- The learner will create their icon using negative and positive space.
- The learner will learn the process for creating an image to be used in the screenprinting process.
- The learner will identify the tools and know the process necessary for successfully screenprinting on textiles.
- The learner will produce multiples through the textile printing process.
- The learner will write an artist statement including their research, personal choice for their icon and the printing process.



COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS FOR HIGH SCHOOL

CCSS.ELA-LITERACY.RI.11-12.1
CCSS.ELA-LITERACY.RI.11-12.2
CCSS.ELA-LITERACY.RI.11-12.3
CCSS.ELA-LITERACY.RI.11-12.4
CCSS.ELA-LITERACY.RI.11-12.7
CCSS.ELA-LITERACY.W.11-12.1
CCSS.ELA-LITERACY.W.11-12.2
CCSS.ELA-LITERACY.W.11-12.3
CCSS.ELA-LITERACY.W.11-12.4
CCSS.ELA-LITERACY.W.11-12.7

NATIONAL VISUAL ART STANDARDS FOR HIGH SCHOOL

VA:Cr1.1.IIa VA:Cr1.2.IIa VA:Cr2.3.IIa
VA:Cr1.1.IIIa VA:Cr2.1.Ia VA:Cr3.1.Ia
VA:Cr1.2.Ia VA:Cr2.3.Ia

VOCABULARY

Printmaking
Screenprinting
Textile
Climate Change
Activism
Multiples
Edition
Social practice
Icon

Visual Art/Printmaking Process

SESSION 1

Students will be introduced to the concept of climate change. Students will work in groups to consider the impact of climate change on nature and how it personally impacts their own relationship with the environment: Clean water, wildland fires, endangered species, rising sea levels, human health, food production, etc. and present their ideas to the class.

SESSION 2

Students will identify an image that represents their personal concern for the environment and create a positive/negative icon that can be reproduced with a stencil. Students will share their concept within a group and accept feedback regarding their concept.

SESSION 3 AND 4

Using a craft knife, cutting mat and Bienfang Graphics 360 Marker Paper, students will cut their stencil to fit within the dimensions of the screen, allowing a 2 inch border on all four sides. Caution the students to avoid “islands” when cutting stencils or creating a “bridge” to avoid a missing element of the design. Refer to the negative space in alphabet letters such as A, B, D, O, Q

SESSION 5 AND 6

1. Students will tape their stencil to the screen covering any open mesh not part of their design.
2. Students will prepare the fabric for printing by ironing or taping to a rigid surface such as foam core for printing.
3. Students will print on their chosen fabric and allow to dry. Please see steps for Printing with Paper Stencil.
4. Students will clean screen and tools.
5. Allow fabric to dry and heat set according to Speedball directions on ink.



SESSION 7

Students will determine the best way to present their printed fabric and assemble for display.

Students will create an artist statement describing their research, process and artistic decisions using key vocabulary.

Procedures for printing with paper stencil:

1. Use a piece of Bienfang Graphics 360 Marker Paper slightly larger than the size of your screen.
2. It is important to keep the stencil flat and wrinkle free for best results. Stencil shapes should be simple and must include bridges to avoid any islands.
3. With a craft knife, cut out those shapes that will become the positive marks of the print.
4. Position and tape the stencil to the back of the screen. Ensure all open areas of the screen not covered by the stencil are also taped. Stencil should read right when screen is placed over the fabric for printing.
5. Position the screen over a piece of newsprint and add a ribbon of ink at the top of the frame. Draw the ink down to the bottom of the screen with the squeegee to charge the screen with ink.
6. Position the screen over the fabric and pull the ink back to the top of the screen. Remove the screen from the fabric and continue to make the designated number of prints.
7. Avoid allowing ink to dry on the screen. Use ink retarder to extend drying time if necessary. When printing is complete, remove excess ink from the screen with a piece of scrap cardboard. Rinse the screen in warm water to remove any remaining ink. Clean squeegee and allow screen to dry before additional printing.

Optional procedure for printing with Speedball drawing fluid and screen filler.

1. The image must be sized to allow for a 2" border on all four sides.
2. Center the screen with the flat side placed directly over the image and lightly trace with a soft pencil.



PRINTING TIP

A fabric with a smooth surface rather than a rough texture will produce the cleanest most detailed prints.



3. Attach a small 1" square of mat board to each corner of the screen to allow the screen fabric to be slightly elevated above the drawing surface.
4. Pour a small amount of drawing fluid into a cup and generously apply drawing fluid with a brush painting the image using the pencil lines as a guide. Fill the mesh but do not allow the drawing fluid to drip through the screen. Let the drawing fluid dry completely.
5. Stir the screen filler thoroughly. Working on the same side of the screen where the drawing fluid was applied, pour a narrow ribbon of screen filler to the top of the screen. Using a squeegee that does not exceed the width of the mesh but wide enough to exceed the size of the image, pull the screen filler with the squeegee to the top of the frame completely covering the dry drawing fluid. It is important to completely cover the image in one coat to allow the drawing fluid to be easily rinsed out of the screen. Let the screen filler dry completely.
6. Once the screen filler is completely dry, rinse the entire screen in cool water until the drawing fluid has dissolved. Use a sponge to lightly scrub any stubborn areas of drawing fluid that resist removal. If necessary, use a brush to fill in any unwanted open areas on the screen and allow to dry.
7. The screen is now ready to print as described above in the stencil procedure.

Clean-Up

Clean up is an essential component of craftsmanship and critical for maintaining tools.

1. Remove any excess ink from screen with the blade of the squeegee.
2. Considering saving excess ink in a plastic container with lid and mark with a fingerprint of color on top of container.
3. After the excess ink is removed, wipe squeegee and screen with paper towel before rinsing both with cold water. A spray nozzle is effective for cleaning the screen thoroughly.
4. Allow screen to dry thoroughly before storing.

TEACHING RESOURCES:

- NASA Resource on Climate Change
<https://climate.nasa.gov/effects/>