

# Gel Press® Mexican Folk Art Sun face

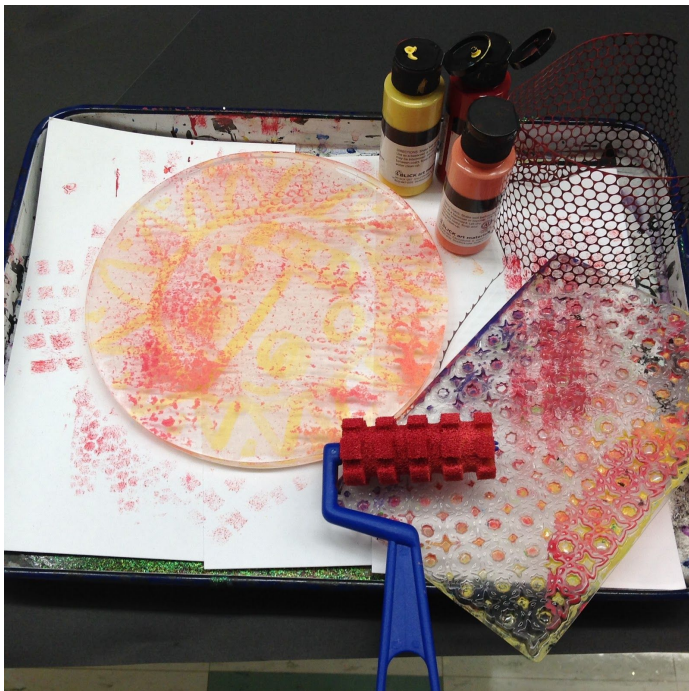
Grade 1



**Objective:** Students will use the circle Gel Press to create a Mexican Folk art inspired sun face. Focus will be on creating a textured background for their piece and using symmetry to craft a stylized sun face unique to the arts and crafts of Mexico.

## Materials

- Circle Gel Press
- Craft acrylic paints for printmaking (warm colors)
- Texture tools
- Paint pens (warm colors) or markers for detail
- Black permanent marker



## Motivation

- Share with students examples of traditional Mexican Folk Art sun faces.
- Discuss and demonstrate symmetry and a stylized sun face.
- Discuss the symbolism of the Mexican sun image as in representing life, energy and good luck.
- Share with students the Gelli plate printing process.
- Using warm colors in representing the sun.

**Step 1:** Students are grouped with 4 students sharing a circle Gel Press. Each student has a turn using their Gel Press and a limited palette of warm colors (orange, yellow and red) and a brayer to roll out their paints. Encourage mixing directly on the Gel Press. While each student is working with the Gel Press the other students will be sketching out the facial features they will be using on their sun.



**Step 2:** Allow each student's circle texture print to dry. Students use pencil to sketch on the dry print, adding detail, facial features and sun rays. Students will outline features using a black sharpie. Color will be added using paint pens or markers.

**Step 3:** Students will add background color using markers or paint pens.



### Opening Questions:

- How and why do artists use symmetry in their art?
- How would using symmetry help you in creating a STYLIZED face?
- Looking at examples of Mexican Folk art sun faces what are some of the common features artists used?
- Have you ever done any printmaking? What is the difference between printmaking and other art techniques?

### National ARTS standards:

#### Creating

- Explore uses of materials and tools to create works of art or design.

#### Presenting/Producing

- Explain why some objects, artifacts, and artwork are valued over others.

#### Responding

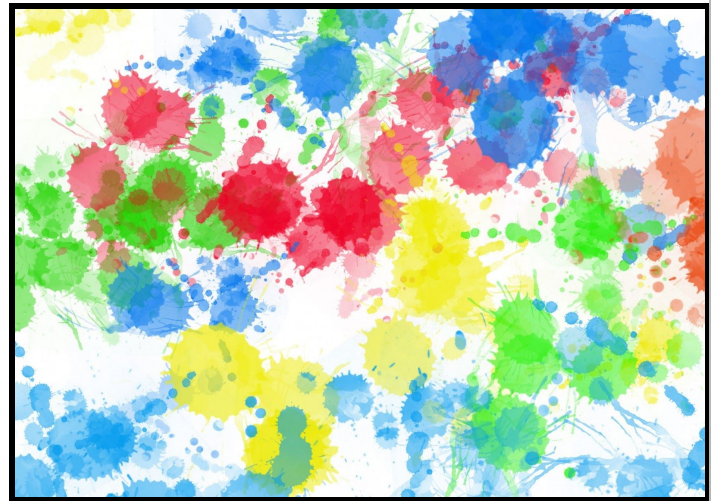
- Compare images that represent the same subject.

#### Connecting

- Understand that people from different places and times have made art for a variety of reasons.

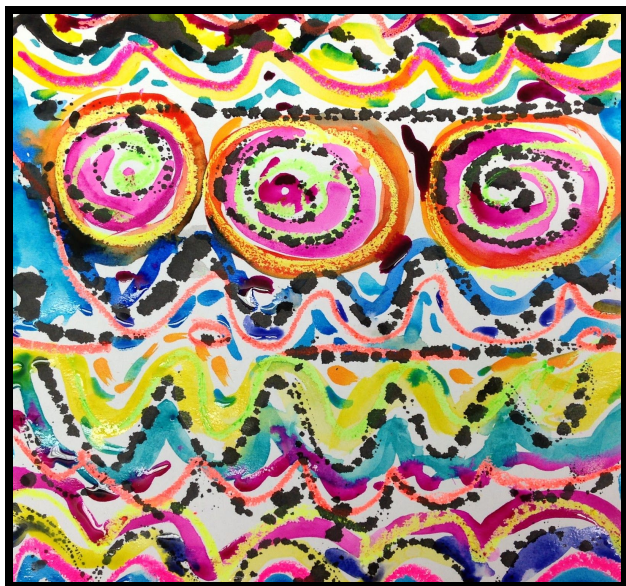
#### Vocabulary

- Mexican Folk Art
- Printing
- Symmetry
- Stylized
- Warm colors



# Gel Press® Take A Line For A Walk!

Grade: 1



**Objective:** Students will use the Gel Press® to create a print focusing on line exploration. Take a Line for a Walk! Focus will be on creating various lines and how each line begins with a simple dot. Focus: Students will have an understanding of exploratory printmaking, combined with adding color using pastels and watercolor paints.

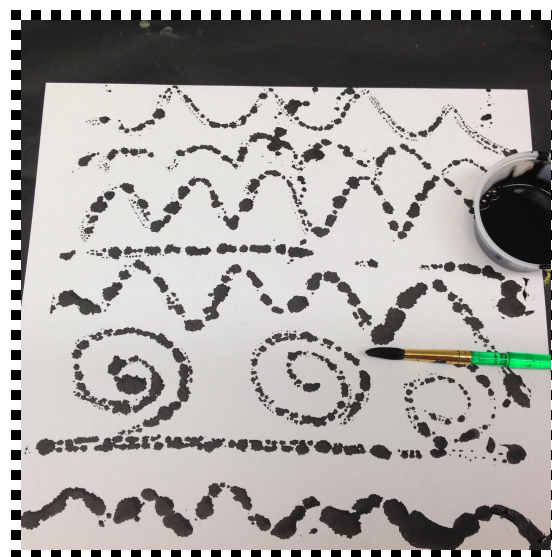
## Materials

- Gel Press® plate
- Black India Ink for printmaking
- Small paintbrush for painting ink
- Fluorescent oil pastels
- Pan of watercolor paints
- Smocks! (first graders!)

## Motivation

- What is a line? What would happen if you took your line for a walk?
- Everyone in the class stands and uses their finger to “draw in the air” various lines, ie wavy, curly, zig zag, etc.
- Demo with students the Gel Press® plate printing process.

**Step 1:** Students are grouped with 4 students sharing a Gel Press®. Each group shares small paint brushes and a container of black ink.



Students take turns painting various ink lines on the Gel Press®. Student will gently place their paper on and “pull the print”. The lines will not be totally connected, but add visual interest. Allow ink prints to completely dry.

**Step 2:** Week two of art class has students adding color to their print. Emphasis is on adding fluorescent pastels to re-outline their lines (next to their black ink). Students may add new lines in the white space. Students will add watercolor paints, using a resist technique to continue adding color to their masterpiece.



## Opening Questions:

- Lines are everywhere! Look around the room and point out different types of lines you see!
- Art begins with a dot, which can turn into a line!

## National ARTS standards:

**Anchor Standard: Generate and conceptualize artistic ideas and work.**

**Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

**Essential Question:** How does knowing the contexts histories, and traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations.

**Grade 1.**

**VA:Cr1.2.1**

Use observation and investigation in preparation for making a work of art .



**Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.**

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

**Grade 1.**

**VA:Cn101**

## Vocabulary:

- printing
- lines
- pan watercolors
- word wall of examples of lines i.e. wavy, zig zag, loopy, curly, etc. Continue adding to the word wall throughout the year.

