

Gel Press® Miro inspired imaginary creatures!

Grade 5



Objective: Students will use the Gel Press to create a black ink painting focusing on an imaginary creature inspired by the work of Joan Miro.

Materials

- Gel Press
- Black India Ink for printmaking
- Colored ink
- Small paintbrush for painting ink
- Fluorescent oil pastels
- Pan of watercolor paints
- Metallic markers
- Examples of work by Joan Miro

Motivation

- What is the difference between abstract and realistic artwork?
- Where artists get their ideas?
- How does it feel to create from the imagination?
- What are some of the recurring symbols you see in Miro's art?
- What are some symbols that have meaning to you will you put in your art?

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 using the black ink/small brush to create an imaginary creature on the Gel Press. Student will gently place their paper on and "pull the print". The lines will not be totally connected, but adds 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. Students will use metallic marker to emphasis the figure and add detail.



Opening Questions

- Was Miro interested in representing what he saw in everyday life?
- Do you notice similar shapes in some of his work?
- Do you notice geometric or organic shapes? Perhaps both?

National ARTS Standards

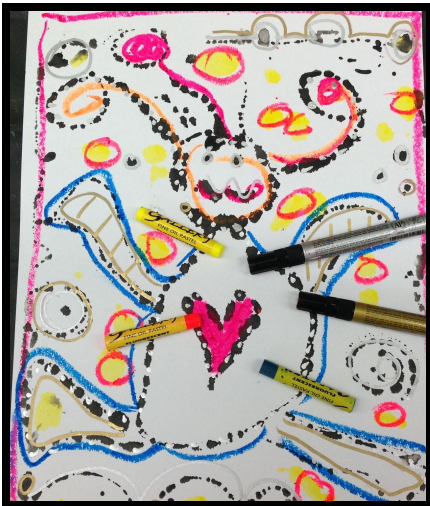
Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

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VA:Cr2.1



Anchor Standard Refine and complete artistic work.

Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

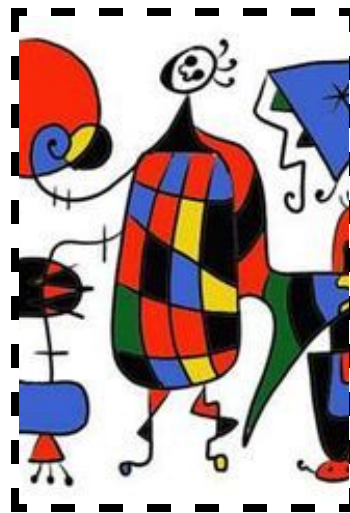
Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

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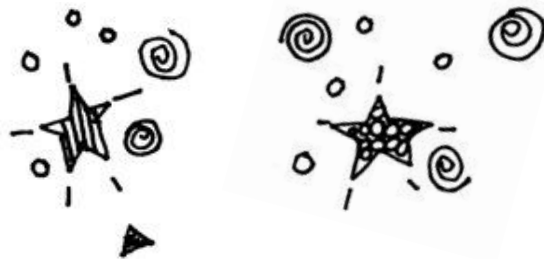
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Vocabulary:

- abstract
- color
- shape
- organic forms
- Joan Miro
- symbols in art

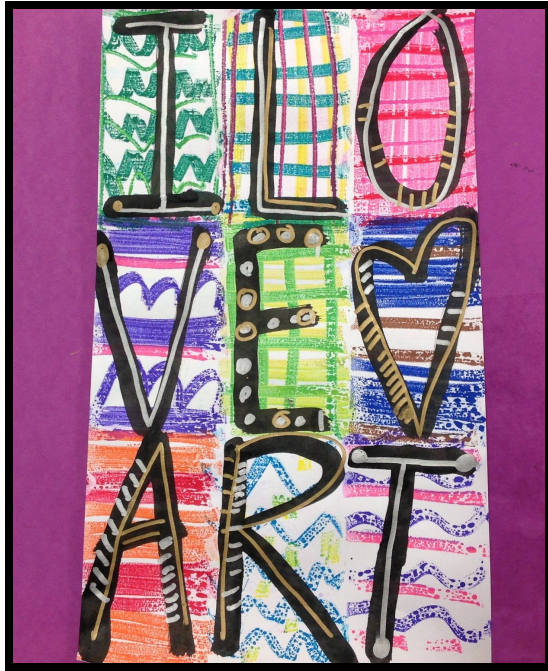


OH MIRO!!!!



Gel Press Jasper Johns inspired Lettering

Grade: 5



Objective: Students will use the Gel Press to create a grid background for their Jasper Johns inspired piece. Focus will be on creating various mark making, line, pattern and repetition with markers through printmaking. Focus: Students will have an understanding of exploratory printmaking/stamping combined with lettering to create a composition.

Materials

- Gel Press 3" x 5" size
- Chisel tip markers in various colors
- Black india ink
- Metallic markers

Motivation

- Share with students examples of the work of Jasper Johns, in particular his work combining mark making with letters and numbers.
- Demo with students using the small size Gel Press to create a colorful background grid of line and color.
- Create a simple artist statement about why you as an artist want to convey the message you did.

Step 1: Students fold their paper into several sections. Using chisel tip markers directly on the Gel Press students use the Gel Press as a stamp to create colorful stamped patterns on their background paper.



While students are waiting to use the Gel Press they will be sketching on scrap paper what their lettering message will be.

Step 2: Using black india ink students will fill each small section with a letter or a number. Their message could be names, sports teams etc. Demonstrate to students how to have their letter or number fill the space. Ink lines can be a variety of widths and styles. Add metallic marker lines on top of dried ink.

**ABCDE
FGHIJK
LMNOP
QRSTU
VWXYZ**

Opening Questions:

- How do artists convey a message through their art?
- What will your message read?
- If you work collaboratively on a piece of art...what is the best way to approach that so everyone contributes?

National ARTS standards:

Creating

- Identify, describe, and visually document places and/or objects of personal significance.
- Create artist statements using art vocabulary to describe personal choices in artmaking.

Responding

- Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed
- Compare one's own interpretation of a work of art with the interpretation of others



An added attraction:

Have students work on their individual piece and then work collaboratively to create a mural of various letters and numbers.

Vocabulary:

- Printing
- Lettering
- grid



INCORPORATE A MESSAGE INTO YOUR ART!



