



## GRADES: 9-12

# GEL PRINTING

### High-Touch Meets High-Tech

#### MATERIALS

- Speedball® Gel Printing Plate (5" x 7" or 8" x 10" recommended)
- Akua® Inks
- Speedball Baren
- Speedball Soft Rubber Brayers
- Bienfang® Newsprint
- Bienfang Bristol or Speedball Mulberry Paper
- Cardstock
- Scissors or craft knife
- 2D and 3D objects for mark-making
- Palette knife or wooden stir sticks
- Computer
- Photo-editing and illustration software

#### LESSON

Students will be introduced to the printmaking process by creating a series of monoprints using hand cut stencils and three-dimensional objects for mark-making.

Images will be uploaded to photo-editing and illustration software to create a poster by adding color and text. The posters will then be displayed for a school event, club or activity.

#### GUIDING QUESTIONS:

- What is the difference between high-touch printmaking and high-tech printing?
- How can high-touch printmaking be combined with high-tech printing to create an advertisement / announcement / flyer to promote an event?
- How can color and text be used to convey an idea?

## LEARNING TARGETS:

- The learner will explore the printmaking process to create a series of monotypes.
- The learner will create a stencil to convey an idea.
- The learner will explore how a variety of 3D objects can be used for mark-making.
- The learner will scan and manipulate their monoprint in photo editing software by altering colors and including text to convey a message.
- The learner will participate in the critique process.
- The learner will document their process in writing.



## NATIONAL VISUAL ART STANDARDS FOR HIGH SCHOOL

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

## COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS FOR HIGH SCHOOL

CCSA.ELA-LITERACY.W.9-10.2  
CCSA.ELA-LITERACY.W.9-10.2.A  
CCSS.ELA-LITERACY.W.11-12.2

## GRAPHIC COMMUNICATION STANDARDS PERFORMANCE STANDARD 1.0 KNOWLEDGE OF THE GRAPHIC INDUSTRY

1.1.1 Research the history of technologies that advanced the graphic design industry

## PERFORMANCE STANDARD 2.0

2.1.3 Incorporate color, line, shape, texture, size and value in student generated graphic work.

## PERFORMANCE STANDARD 3.0 PRINCIPLES OF DESIGN

3.2.2 Use a variety of devices and media to import/download photos, images and other digital media content.

3.2.3 Incorporate the use of image manipulation and illustration software into final products.

3.2.5 Practice using different selection tools and technique to manipulate images.

## PERFORMANCE STANDARD.2 EVALUATING PORTFOLIOS

5.2.1 Conduct peer and self-evaluations.

5.2.2 Understand the elements of the critique process, including a respect for peer work and the ability to give and receive dispassionate and constructive criticism.

# Visual Art/Printmaking Process

## SESSION 1

Students will be introduced to a brief history of printing.

Students will be introduced to how color and text are used to influence the viewer.

Students will be introduced to the assignment for creating a poster to announce a specific event.

## SESSION 2

Students will design a stencil to represent the theme of their event.

Students will identify textures from 3D objects for mark-making with the gel printing process.

Students will share their concept within a group and accept feedback.

## SESSION 3

Using a craft knife or scissors, students will cut a stencil from card stock. Caution: The students need to avoid “islands” when cutting stencils or need to create a “bridge” to avoid a missing element of the design. Refer to the negative space in alphabet letter such as A, B, D, O and Q.

Students will be introduced to the gel plate inking and printing processes.

## SESSION 4

Students will create a series of monoprints and ghost prints by layering stencils and textured objects:

- Apply a small amount of Akua Ink to the Speedball Gel Printing Plate. Colors may be mixed directly on the plate. For clean and crisp prints, avoid using too much ink. Discharge excess ink to newsprint.
- Roll out Akua Ink on the Gel Speedball Gel Printing Plate by rolling and lifting the brayer until the surface is evenly covered.
- Apply stencils and lift off ink using the 3D objects.
- Position clean paper over the plate.
- Using a baren, rub the entire back of the paper to transfer the ink.
- Pull paper from gel plate to reveal the image.
- Consider pulling a ghost image from the plate.

## SESSION 5

Students will prepare a rough draft of text to be included in their poster.

Students will share their prints and text ideas in a small group.



## SESSION 6

Students will select and scan their most successful print to a photo-editing program.

Using the software tools, students will manipulate their image and insert text to create an 11" x 14" poster.

## SESSION 7

Students will participate in small group critiques.

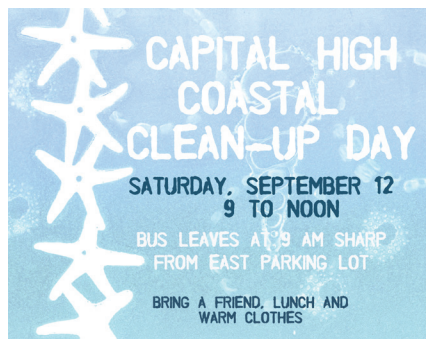
The class will display their posters in the school/community.

### PRINTING TIPS

- Consider pulling a “ghost print” with the remaining ink on the plate.
- Repeat steps 1-10 until you have the desired number of prints. No need to clean the plate or brayer until a new color is introduced

### INK & PAPER TIPS

Students are encouraged to mix their own ink color from the primary colors. If desired, have students print using a variety of inks and colored paper for a class collaborative project.



## Cleanup

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

1. Remove any excess ink from gel plate with newsprint or scrap paper.
2. Discharge excess ink on brayer by rolling on newsprint or scrap paper.
3. After the excess ink is removed, use a baby wipe or paper towel sprayed with soapy water to clean the brayer and the plate.
4. Store brayer roller side up and resting on its frame to protect the rubber cylinder.
5. Place protector sheets on front and back of gel plate and store flat.



## **TEACHING RESOURCES:**

- <https://printinghistory.org/timeline/>
- <http://www.rasmussen.edu/degrees/design/blog/psychology-of-color/>
- <https://www.crazyegg.com/blog/psychology-of-fonts-infographic/>