

# An Exhibition in the Classroom - Explore the Site with Your Students

## Pedagogical Intent

Students learn about the art of Cape Dorset in Nunavut by viewing video that profiles the community and its artists. They develop a working understanding of the block printing process by viewing instructional video, seeing the process modelled and creating their own block prints.

### Subjects

The Arts, Canadian and World Studies, English, Social Sciences and Humanities

### Themes

Canadian and Aboriginal art, Aboriginal culture, diversity

### Skills and Competencies

Express and organize ideas in art, apply and transfer knowledge and skills, gather information, organize a project, make connections within and between contexts, demonstrate creativity, cooperate with others, listen to others, observe, interpret, discuss, describe, compare, use digital media as a learning tool, use oral communication

### Duration

60-120 minutes

## Grades 9 to 12

## Create Your Own Prints!

### Web Resources:

[Cape Dorset Video](#) An excellent introduction to the community, to print making and sculpture

[Renowned Printmaker at Work](#) Printmaker Pitseolak Niviaqsi at work in Cape Dorset

[Kenojuak Ashevak](#) an introduction to a renowned Cape Dorset artist

[How to make Linoleum Block Prints](#) instructional video

[How to Make Linoleum Block Prints2](#) instructional video

[How to Make Linoleum Block Prints3](#) instructional video

[Printmaking Basic Techniques](#) instructional video





## Equipment

Internet enabled computer, projection screen

## Teacher Preparation

This works as a small group or individual project. Prepare a partially finished print beforehand, in order to demonstrate the technique in a timely manner. Ideally students should be encouraged to create more than one print, so that they can master the technique.

## Materials List

Paper for original drawing, carbon paper, block of 1/8" or 1/4" linoleum (available at craft stores), block print ink or acrylic paint, brayer roller or rolling pin or wooden spoon, plastic linoleum cutters with a range of tips, putty knife for spreading ink (use only under supervision)

Note: Because this project requires the use of cutting tools, it is recommended that this activity be restricted to small groups with a high student-teacher ratio and constant supervision. The instructor should model the safe use of the cutting tools for students before they begin.



## Procedure

### 1. View Video

Begin with a full-class viewing of the Cape Dorset Video, one of the print collection websites and/ or the other videos. Locate Cape Dorset on a map. Talk about Cape Dorset, and locate it on a map. Ensure that students have seen a reasonable sampling of Cape Dorset prints.

### 2. Demonstrate the Technique

Using your partially finished print, demonstrate how the process works and suggest that they keep the image simple to ensure good results. Remind them that they are removing material from the block so that what remains will be printed. Stress that patience will be rewarded with a superior finished product.

### 3. Draw it

Students create a pencil drawing on the tracing paper.

### 4. Transfer it

Students place the carbon paper with the carbon side on the relief block, and transfer the image to the relief block by carefully tracing it. Note: secure the block to ensure the image does not shift and blur during this important stage.

### 5. Cut Away Everything BUT the Image

Students carefully and safely use cutting tools to remove all material around the transferred image, leaving only the raised image to be transferred to the final print

### 6. Apply the Ink/Paint

Students apply a very thin layer of ink or paint to the block with a roller (preferred), brush or other application tool

### 7. No Smudging

Students gently lay the print sheet on the relief block, and pass over the paper firmly several times with the roller/spoon to ensure the paint is fully transferred from the block to the sheet.

### 8. Reveal the Masterpiece

Students carefully peel off the paper and check out the finished print! Allow it to dry before handling.



## 9. Variation

Do it again, this time with different coloured or textured paper, different paint or other variations.

### Extension Activities

#### Who's the Greater Artist?

Have students write an essay about the relationship between the original artist and printmaker. Who does what? How important is it that the two artists work together? How much latitude does the printmaker have to create a finished piece that is different from the original? Finally, ask the students to state which role they would prefer, artist or printmaker, and why.

#### Film Your Classmates As They Create Their Own Prints

Students film and narrate the printmaking process in class, step by step, showing how they create a finished work of art from simple tools and a sheet of linoleum. The result is a three minute instructional video which can be shared within the school, uploaded to YouTube or other sites. (Note: obtain parental permission for students to appear in the video and for the finished product to be disseminated)

#### Make a Print, Cape Dorset Style

Challenge students to create a print that is similar to a Cape Dorset print in theme or content. Show the students a range of prints ([www.civilization.ca/capedorsetprints](http://www.civilization.ca/capedorsetprints)), and have them choose which print or theme they'd like to represent. The goal is to create a piece of art that could be mistaken for a Cape Dorset print.