

Reaching The Masses

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Keith Haring, *Untitled*, 1985, Lithograph, 32x40in

Enduring Idea: Mass Communication is used to affect a large audience.

Lesson 1: How Have We Reached?

Lesson 2: Making Logos

Lesson 3: Walking Posters

Lesson 4: Posting an Idea

Enduring Idea:

Mass Communication is used to affect a large audience.

Rationale:

Social media and pop culture affects youth in a large way both positively and negatively. It is important that they learn how to contribute to the discourse surrounding them and have their voices heard. It is also important that they learn how visual communication is used in artwork, which can easily be conveyed in advertising and t-shirts. Many students may not even consciously realize that their clothing is a form of communication. These visual communication concepts can be used in all forms of art, not just printmaking. Printmaking specifically gives the artist the ability to make multiples of an artwork, allowing more people to see them and be affected by their message. Some methods of printmaking also work on a variety of materials. A screenprint can be printed as a poster to be hung in a public space, or worn on a T-shirt to be a walking advertisement. By learning how to print, students gain a valuable tool that helps to spread their voice and their artwork.

In this unit, students will be learning how to carve relief prints, as well as create screen prints. By having this variety, students will follow standards MA: Cr31.1a&b by deciding which process works better for the material they wish to use, the effect they want, and the message they wish to convey. They will also be following MA:Pr5.1.1b, as they think about how to design their message, create thumbnails of their ideas, and expand their use of creative materials. They will also analyze how different artists convey different messages throughout history by looking at historical examples of printmaking, from old political cartoons to posters and T-Shirts protesting injustices.

Key Concepts (About Enduring Idea and Visual Culture):

Artists use various methods of communication to reach different audiences.

Artists have conveyed messages on paper throughout history.

Printing has been used to reach audiences through history.

Artists have conveyed messages on clothing.

Printmaking is a part of Pop Culture and Mass Media.

Essential Questions:

How do we communicate?

How have messages been conveyed on paper?

What are printing processes in art?

How does clothing communicate?

How does the media influence our thoughts and opinions?

Unit Objectives:

Students will identify and interpret many forms of communication.

Students will apply different printmaking skills and methods to create a wearable and 2D wall art/poster utilizing relief printing and screen printing.

Students will understand how mass media affects them.

National & State Standards:

9.3.12.A Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

9.1.12.H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

MA:Re7.1.la&b Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

MA:Pr5.1.lb Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.

MA: Cr31.la&b Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

MA:Cr1.1II Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

Evidence of Understanding:

After presenting and discussing a variety of historical and contemporary examples of advertising, political cartoons, and other similar media, students will be asked to write a few sentences about which artifact(s) they find the most influencing and why, to show they recognize how the messages conveyed affect them.

Students will print a logo using relief printmaking to show that they understand how to do relief printing.

Students will create a T-shirt to demonstrate they understand how to do screen printing, as well as making effective messages on clothing.

Students will create a poster using either relief or screen printing to showcase their ability to create strong messages with the printmaking format of their choice.

Lesson 1: How Have We Reached?

Enduring Idea: Mass Communication is used to affect a large audience.

Rationale:

It is important that students learn both about how they are communicated to by advertising and mass media, as well as how it was used historically, in order to properly prepare themselves for the rest of the project. By talking about advertising and mass media, it allows students to understand how mass media affects them daily and what elements they find the most persuading. It also allows them to see how artists were able to use printmaking in the past in order to spread important messages to people across the country, and give them ideas on how they can do the same.

Key Concepts:

Messages are conveyed through everyday life through posters and t-shirts.

Effective Messages reach audiences through words and images.

Message Location is important for reaching audiences.

Essential Questions:

How are we affected by mass communication?

What makes a good message?

Where do we print messages?

Objectives and Standards:

- 1.Students will interpret how they interact with media by identifying assorted logos to ascertain meaning (MA:Re7.1.Ib)
- 2.Students will compare and contrast artworks throughout history to see similarities and differences between their messages and compositions. (9.3.12.A)
- 3.Students will explain how mass media has been used by artists and companies throughout history (MA:Re7.1.Ib)

MA:Re7.1.Ib: Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

9.3.12.A: Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

Materials: Logo matching worksheet, slideshow of historical artwork, writing prompt.

Lesson:

Engage:

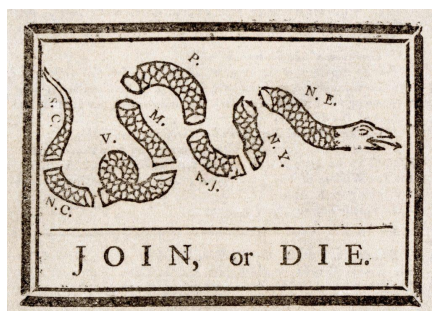
Students will start by filling out a worksheet (or possibly a kahoot) with assorted recognisable logos and symbols on it, matching each symbol with its meaning. Once it is complete, the instructor will go over the correct answers and ask the students how they knew what the correct answers were. The answers should be along the lines of knowing that a certain symbol is used as a company logo, or someone told them what that symbol meant. From there, the instructor will ask the students if they think that these symbols are a form of communication and why. After a few answers, the instructor will explain that these are considered a form of communication as they communicate an idea or a thing.

From there the instructor will ask the students for examples of other forms of communication (written, verbal, gesturally, facial expressions, etc), and will eventually bring the topic over to clothing. From there, the instructor will ask the students what kinds of messages can you get about someone just by looking at their clothing. Afterwards, they will ask them what message the clothes they are wearing conveys to the students, then bring out some less teacher-y examples (like T-Shirts) and ask what messages they convey.

Explore:

After establishing that there are many forms of mass communication, many that do not involve words, the instructor will begin presenting a slideshow that goes through the history of mass communication in media, starting with the first printing press into the modern day.

We will start by going through why the printing press was so instrumental in creating mass media, and from there we will go into political cartoons in early newspapers, such as *Join or Die*. We will analyze the work to understand its symbolism and the message it is trying to convey. From there, we will move onto posters created during Women's Suffrage, Post World War II, to "I heart NY" T-Shirts, to Keith Haring's poster protesting Apartheid.





Explain:

After going through the slideshow, Students will be asked to write a few sentences explaining which message they feel is the most compelling and why.

Lesson 1 Reflection

Out of all of the messages shown in today's presentation, which one do you think is the most effective and compelling? Why? Write 3-5 sentences explaining your reasoning.

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Out of all of the messages shown in today's presentation, which one do you think is the most effective and compelling? Why? Write 3-5 sentences explaining your reasoning.

Lesson 2: Making Logos

Enduring Idea: Mass Communication is used to affect a large audience.

Rationale:

It is important for artists to create a brand for themselves. By creating this logo, students create a useful branding tool for them to use in future art endeavors. This logo will be useful in future projects, such as creating professional stationary. It also teaches the students the importance of utilizing thumbnails for generating ideas, as it is an effective way of creating a lot of ideas very fast for their future clients. The purpose of doing this logo in relief is to give the student another form of artistic expression that they can use in their practice. Students may choose to expand upon relief printing in the final project if they wish.

Key Concepts:

Good logos are important for marketing.

Making Thumbnails is a great way to brainstorm ideas.

Learning to Relief Print opens allows an artist to make copies.

Essential Questions:

What makes a good logo?

How do we utilize thumbnails?

How do we print in relief?

Objectives and Standards:

1. Students will discuss the aspects of good logo design (MA:Re7.1.Ia, MA:Pr5.1.Ib)
2. Students will utilize thumbnail sketches to create a logo (MA:Cr1.III)
3. Students will safely use linocut tools to create a final logo (9.1.12.H)

MA:Re7.1.Ia: Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.

MA:Cr1.III: Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

9.1.12.H: Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

MA:Pr5.1.Ib Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.

Materials: Sketchbook, Speedy Cut carving blocks (Or lino blocks), brayers, printing ink of various colors, cutting tools, inking plates,

Part 1 Relief Printed Logo:

Day 1 Engage:

Instructor will open by reminding the class of our opening activity at the start of the last lesson, then will ask the class what they think makes those logos and symbols so recognisable. These answers will be written on the board. From there, the students will brainstorm what makes a good logo. If they are not mentioned, the instructor should add readability at different sizes and in black and white. From there, students will be introduced to the logo part of the assignment.

Students will create a logo using the relief printmaking process. This logo can be the student's personal logo, a logo for a fictional company, or a logo for an existing company, *however*, if the student goes with the last option, it must be completely different from the real company's logo (for example, if McDonald's is chosen, there should be no golden arches).

Students will begin by creating 10 thumbnails of different logo designs (preferably of the same company or person) to flesh out different ideas for the final.

If not explained earlier in the year, the instructor will explain that thumbnails are small quick sketches of ideas, sometimes in color, that give the artist or a potential client an idea of what a logo could look like before effort is spent on a final design. The purpose is definitely quantity over quality at this stage. That being said, the sketch should still be readable to someone other than yourself.

From there, the student will create one refined sketch of their strongest design after meeting with the instructor. Then, they will move onto carving a block.

Explore:

Students will begin working on their thumbnails. Once they complete their 10 designs, they will meet with the instructor to determine what their strongest design is to move forward with. From there, the instructor will tell them to move onto a final more refined sketch of the design to use as a reference when carving.

Day 2 Engage:

The instructor will set up a demo to showcase the safe use of tools to carve a relief block. They will also demonstrate how to change the blades on the cutter to different sizes, and how each can be used to make different sized lines. From there, the instructor will give their students small Speedycut or lino blocks to carve as well as the carving tools to give them carving practice.

After about 15 minutes of exploring, the instructor will showcase a different demo explaining how to print with their block. They will demonstrate the use of brayers and inking plates, as well as how to roll the ink out onto the plate and make a print. Then they will send students to practice printing.

Day 2 Explore:

The student will practice carving into their block, experimenting with different blades and pressures to get a variety of different lines. After the printing demo, students will then practice printing with their test blocks on a large piece of paper to create one large class piece of all of their test blocks. Afterwards, they can continue working on their thumbnails and sketches if they have not finished them yet.

Day 2 Explain:

After practicing printing, the instructor will ask the class about their observations when practicing. "What was easy about carving? What was hard? Was there anything that was unexpected about this process?" Students may observe that things print in reverse of how they carved them, which is important to keep in mind for the final logo.

Day 3:

This will be a studio day for students to work on their sketches and final logos.

Day 3 Explore:

Once students complete their final sketch, they may move onto printing their final logo. They will be handed a 3 x 6in carving block to create their final logo. They can transfer their image onto the block and begin carving. They should create at least 5 different prints of their logo, then choose the best of them to submit for a final grade.

Relief Print Logo

Number of thumbnail sketches

1 2 3 4 5

Number of test prints

1 2 3 4 5

Quality of print

1 2 3 4 5

Creativity of Logo

1 2 3 4 5

Registration of layers

1 2 3 4 5

Line quality

1 2 3 4 5

Exemplar:



Lesson 3: Walking Posters

Enduring Idea: Mass Communication is used to affect a large audience.

Rationale:

Throughout history, clothing has been used as a form of communication. It is important that students realize this purpose, especially in the messages that they may be unintentionally receiving from their classmates' clothing. By understanding how clothing may be used to convey messages, they may be less inclined to judge others purely based on appearance, as they may be misleading. It also shows the students how they can use clothing to better portray different kinds of messages. Students may find that clothing is a better medium for them to convey the message they wish to say, compared to a poster. The T-shirts will be screen printed to give the students proficiency in another method of printing besides relief, as they may have a preference for one over the other. They can choose to expand on screen printing in the final project.

Key Concepts:

Clothing is used as a form of communication.

Artists use clothing to communicate.

Screen Printing expands your printmaking abilities.

Essential Questions:

How does our clothing communicate to others?

How can an artist use clothing to communicate?

How can we print our own messages with screen printing?

Objectives and Standards:

1. Students will discuss how we use clothing to communicate (MA:Re7.1.Ia)
2. Students will utilize thumbnail sketches to create a logo (MA:Cr1.1II)
3. Students will safely use screen printing tools to create a final T-shirt design(9.1.12.H)

MA:Re7.1.Ia: Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.

MA:Cr1.1II: Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

9.1.12.H: Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

Materials: Computers with Adobe Illustrator, film, printer, screens (frame and pre-emulsioned mesh), T-shirts, exposure bulb, screen printing press, various water-based screen printing inks.

Lesson:

Engage:

Instructor will have a variety of T-Shirts and other clothing hung around the room to start off the class. The instructor will ask the students how these clothes may relate to our overall unit. The instructor will remind the students that clothing is a form of communication, and has been used throughout history to portray specific messages. A slideshow will show a few different T-Shirt designs that display different messages, both in media and in real life. The Instructor will ask their students why someone may use a T-Shirt to display a message rather than a poster, and write down a few responses. They will also analyse the compositions of the shirts to think about with their own designs. The biggest thing to keep in mind is the fact that every different color requires a different screen in order to print it.



The instructor will then explain that our next project will involve printing our own custom T-Shirts. Once again, they will create 10 thumbnails and one final sketch before moving to Adobe Illustrator to create their final design. From there, they will go through the process of printing their design onto a shirt. Students should have their design be 1-2 colors, as each new color is a new screen to prepare.

Explore:

Students will create 10 thumbnail sketches of different T-shirt designs. Once complete, they will show their designs to the instructor to help determine the strongest composition. They will then create one more completed sketch to use as reference to make the final.

Day 2 Engage:

Once the majority of students are done with their thumbnails, the instructor will do a demo of how to use illustrator for screen printing. They will explain how to

scan their sketches, open them in illustrator, either how to rasterize the image, or trace the sketch to digitize the logo, then how to separate the colors to create prints for the film. Once most of the students are done with their sketches, the instructor will do another demo about printing their designs onto clear film.

Day 2 Explore:

Students will create their designs in illustrator, then print them onto clear film. Once the film is completed, they will give them to the instructor to be exposed into screens. The instructor will then expose the screens for the student to use on the press.

Day 3 Engage:

Once most of the students complete their designs, the instructor will perform a demo on how to use the screen printing press. There will be a design prepared by the instructor beforehand that they will print onto a large sheet of paper, demonstrating how to print multiple different colors.

Day 3 Explore:

Students will practice printing with the instructor's design on pieces of paper before printing their own design. Then they will print their own design once they are confident with the press. Then they will submit their completed shirt for a final grade.

Screen Printed T-Shirt

Number of thumbnail sketches

1 2 3 4 5

Quality of print

1 2 3 4 5

Impact of Message

1 2 3 4 5

Registration of layers

1 2 3 4 5

Unity of elements

1 2 3 4 5

Lesson 4: Posting a Statement

Enduring Idea: Mass Communication is used to affect a large audience.

Rationale:

Students have learned about a variety of different ways to convey messages. This lesson allows them to either pick the method they enjoy the most, or one they wish to get more practice with, to create one final message. This allows them to take everything that they learned from the previous lessons and apply it into something that will last and be replicated. Students will be able to create a message that they feel needs to be said in a method that allows it to be spread quickly. Students may find that printmaking is a valuable part of their artmaking arsenal, and use it to create more messages throughout their artistic career.

Key Concepts:

Writing good messages

Designing compelling posters

Essential Questions:

What makes a memorable message?

What makes a compelling poster?

Objectives and Standards:

1. Students will discuss how we use posters to communicate and what makes a good poster design (MA:Re7.1.Ia, MA:Pr5.1.Ib)
2. Students will utilize thumbnail sketches to create a poster(MA:Cr1.1.II)
3. Students will safely use screen printing tools or carving tools to create a final poster (9.1.12.H)
4. Students will utilize limited composition and color to create an effective message with limited resources (MA: Cr31.Ia&b)

MA:Re7.1.Ia: Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.

MA:Pr5.1.Ib: Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing

identified challenges and constraints within and through media arts productions.

MA:Cr1.1II: Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

9.1.12.H: Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

MA: Cr31.Ia&b Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

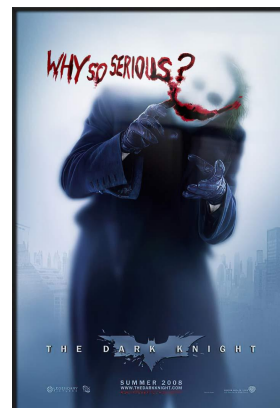
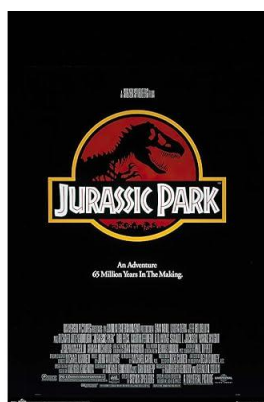
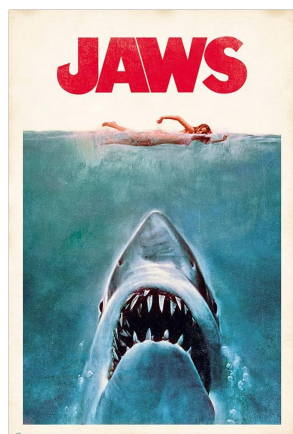
Materials:

Sketchbook, Speedy Cut carving blocks (Or lino blocks), brayers, block printing ink of various colors, cutting tools, inking plates, Computers with Adobe Illustrator, film, printer, screens (frame and pre-emulsified mesh), T-shirts, exposure bulb, screen printing press, various water-based screen printing inks.

Lesson:

Engage:

Instructor will start the lecture with a movie poster for an upcoming movie up on a projector. The instructor will ask the students what the point of a movie poster is, then they will ask their students to talk about the poster as a piece of art, analyzing its composition and its features. After some discussion, the instructor will ask their students if they think that this is an effective poster to advertise the movie and why. After hearing a couple answers, the instructor will show a few more examples of movie posters with a variety of designs, pictured below.



Students will discuss different aspects of these posters as well, thinking about what works and fails in their composition. The Avengers poster represents the classic “floating head” formula that many modern movie posters have been using. The rest are all examples that turn away from that format. From there, the instructor will display other posters throughout history, some of which were seen in the first lesson.



FREE SOUTH AFRICA

Instead of promoting movies, these posters display messages about historical issues throughout history. Students will discuss what makes them compelling, as well as what they may be lacking in composition.

From there, the instructor will explain that for their final project of this unit, they will be creating a poster that delivers a compelling message. Since they have used both relief and screen printing, they may choose which of the two methods they wish to use for their final piece. Students should start by brainstorming ideas for messages, then create thumbnails, then a refined sketch, then their final poster.

Explore:

This time will mainly be studio time for the students, with individual interactions with the instructor as necessary. Once again, students will meet with the instructor to go over their thumbnail sketches to determine a final design. The instructor may hold optional demos that repeat how to do certain printing processes for students that need a refresher.

Explain:

Once students have completed their projects, a final critique will be held to have peers analyze their work. Students will each be given a notecard to place next to their work and a pack of differently colored stickers. Each student will have 3 green stickers and 3 yellow stickers. Green represents a strong composition, while yellow represents something that may need some improvement. Students will place these stickers on the notecards of work that they feel is working, as well as ones that can be improved. From there, we will look at the works with the highest volumes of stickers on both ends and have students discuss. They will be asked to use academic language as they offer feedback on their peers, while the instructor does the same.

Final Poster Rubric

	Excellent (10pts)	Adequate (8pts)	Basic (4pts)	Needs Work (2pts)
Message	Message is conveyed in a very creative manner, possibly without the use of words.	Message is conveyed in a creative manner. Is easily understood by the viewer	Message is conveyed and is understood by the viewer.	Message is present on the poster.
Composition	Elements are well balanced on the poster, or intentionally left unbalanced for the sake of the message. Everything present has a purpose.	Elements are well balanced on the poster. Everything present has a purpose.	Elements are balanced on the poster.	An element or elements are arranged on the poster.
Line quality	Line weight is used to emphasize different aspects of the message, such as tone and weight of elements.	Line weight varies throughout the piece, with a good amount of thick and thin lines. Lines look neat and polished.	Line weight is nicely varied throughout the piece, with a good amount of thick and thin lines.	Line weight remains the same throughout the composition or appears sloppy.
Color	Colors were thoughtfully chosen to best reflect the emotions and ideas of the message.	Colors are thoughtfully chosen and work nicely with each other.	Colors are clean and appear to compliment one another.	Colors are random or unintentionally textured.

Total____/40pts