



Visual Art

Self Expressive Metaphor Relief Print

K - 6
Lesson by Ryan Moffett

This lesson may be adjusted to fit whatever timeline you need. It can be the focus for one day, or worked on for an hour a day over a week or more.

Utah Core Standards

Kindergarten

CREATE (K.V.CR.)

Build skills in various media and approaches to art-making; use art materials, tools and equipment in a safe way (K.V.CR.2).

CONNECT (K.V.CO.)

Create art that tells a story about a life-experience (K.V.CO.1).

1st Grade

CREATE (1.V.CR.)

Explore the use of materials and tools to create works of art or design; use art materials, tools, and equipment in a safe way (1.V.CR.2).

RESPOND (1.V.R)

Select and describe works of art that illustrate daily life experiences of one's self and others (1.V.R.1).

2nd Grade

CREATE (2.V.CR)

Brainstorm multiple approaches to an art or design problem, and make art or design with various materials and tools to explore personal interest, question, and curiosity (2.VR.C.1).

Repurpose objects to make something new (2.V.CR.4).

3rd Grade

CREATE (3.V.CR)

Create a personally satisfying artwork using a variety of artistic processes and materials (3.V.CR.2).

4th Grade

CREATE (4.V.CR)

Brainstorm multiple approaches to a creative art or design problem (4.V.CR.1).

RESPOND (4.V.R)

Analyze components in visual imagery that convey messages (4.V.R.3).

5th Grade

CREATE (5.V.CR)

Experiment with and develop skills in multiple art-making techniques and approaches through practice (5.V.CR.2).

RESPOND (5.V.R)

Compare one's own interpretation of a work of art with the interpretation of others (5.V.R).

6th Grade

CREATE (6.V.CR)

Formulate an artistic investigation of personally relevant content for creating art (6.V.CR.2).

Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design (6.V.CR.3).

Reflect on whether personal artwork conveys the intended meaning and revise accordingly (6.V.CR.6).

RESPOND (6.V.R)

Compare one's own interpretation of a work of art with the interpretation of others (6.V.R.2).

Interpret art by distinguishing relevant contextual information, and by analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed (6.V.R.4).



Barbara Moore Richardson, *Heads of Three Women*, 1937, woodcut/blockprint

Materials

- Paper
- Pencils
- Styrofoam printing sheets or Styrofoam egg cartons or take-out containers
- Stylus for each student (may be substituted with dull pencil)
- Block printing ink (may substitute with acrylic paint)
- Light colored or white cardstock
- Ink brayers (foam or rubber)
- Ink plate (may substitute with paper or Styrofoam plate)

Image from the Museum Permanent Collection

- Barbara Moore Richardson, *Heads of Three Women*, 1937, woodcut/blockprint

Image from SELF Exhibition

- Ryan Moffett, *Dizzy in a Wheelchair*, 2015, ceramic, wood, wheelchair wheel

Objectives

Students will be able to create meaningful art by:

- Identifying metaphors or symbols to represent their own life-experiences
- Designing a 2 dimensional icon using metaphors/symbols
- Creating a relief print on a card using their symbolic icon



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Learning Activity

Explain what a metaphor is by sharing your story of the metaphor you chose to create your symbolic icon.

Have students brainstorm ideas for objects that can be used as a metaphor for their own life-experience. Some guiding questions:

- What do you like to do after school?
- What is your favorite thing to do at school?
- What is your favorite food (you are what you eat)?

Distribute brainstorming activity handout: *I Am...*

Have students make drawings of their chosen metaphor object (a space for the drawing is on the handout *I Am...*).

Demonstrate making and printing a simple relief print.

Distribute Styrofoam plate to each student and have students follow these steps:

- Transfer metaphor drawing onto the Styrofoam plate with a marker.
- Trace over the marker lines with a stylus or dull wooden pencil.
- Apply printing ink (or acrylic paint) to the Styrofoam plate.
- Press inked Styrofoam plate to cardstock for the finished print.
- Make multiple prints if desired.

Clean-up.

Discuss as a class selected icons and possible interpretations of the metaphor. Have students reflect if their design successfully expressed their meaning by responding on the *I Am...* handout.

Assessment

Go through Self-Expressive Relief Print Assessment Checklist.

Sources

Dick Blick: Scratch-Art Scratch-Foam Soft Surface Printing Board: <https://www.dickblick.com/products/scratch-art-scratch-foam-soft-surface-printing-board/>

Extension Activity

Encourage students to write a note to someone who has helped them become who they are. They can write the note inside the card on which they printed their metaphor.

Variations

Higher levels can use higher quality art materials, such as linoleum cut or woodcut supplies, instead of styrofoam plate and stylus. Longer time is necessary for this.

Ceramic students can use the same designing process to come up with a stamp which can be used directly on their ceramic pieces. Stamps can be made out of clay.

Symbol & Metaphor in Ryan's Art



Ryan Moffett, *Dizzy in a Wheelchair*, 2015, ceramic, wood, wheelchair wheel



Barbara Moore Richardson, *Heads of Three Women*, 1937, woodcut/blockprint

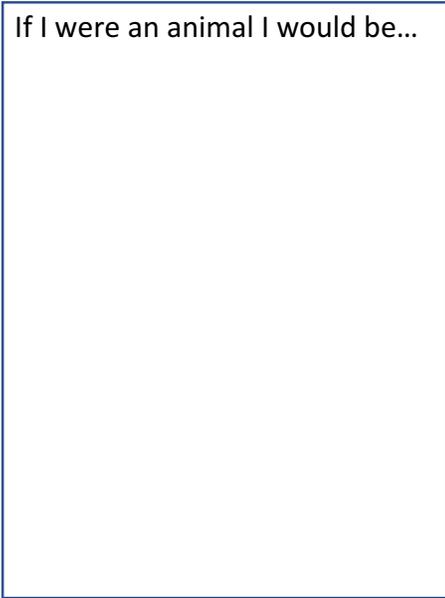


Ryan Moffett, *Dizzy in a Wheelchair*, 2015, ceramic, wood, wheelchair wheel

I Am...

Draw a picture for each

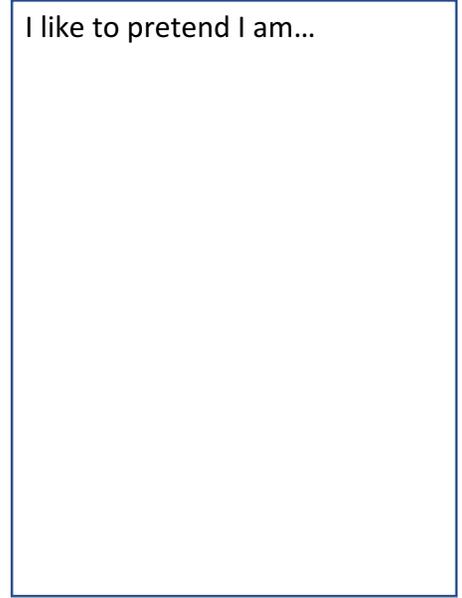
If I were an animal I would be...



When I am happy, I feel like ...



I like to pretend I am...



Which picture represents you the best? Choose your favorite idea. Perfect it below



How did you do? Did your peers interpret the correct meaning of your metaphor?

Self-Expressive Relief Print Assessment Checklist

Student name _____

	2	1	0
completed I Am... handout	yes	mostly	no
completed relief print plate	yes	mostly	no
completed ink print	yes	mostly	no
	total points =		
comments:			

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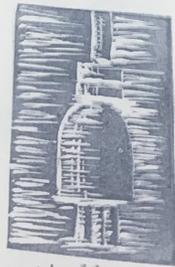
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