

Artists for Kids Collagraph Kit: Garbage Press

Grades 4-7

Created in collaboration with artists Reed H. Reed and Hannah Jickling



Activity:

Students will create original relief designs by placing 2-4 inked pieces of garbage onto a sheet of acetate. They will then print their designs using a hand printing press.

Collagraphy and Monoprinting

• **Collagraphy** is a printmaking process in which materials are glued or sealed to a rigid surface to create a plate. Once inked, the plate becomes a tool for imprinting the design onto paper or another medium. The resulting print is termed a collagraph.

- The **monoprint** is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.
- The garbage press prints stretch the definition of collagraphy because the garbage items are not sealed to a rigid surface, rather they are temporarily placed on acetate. While the resulting prints are created using collagraphy techniques, they can be considered **monoprints** as they can only be made once.

Students will learn the following skills:

- assembling a relief design using inked pieces of garbage
- using a hand printing press to reproduce prints on paper
- planning and design processes and principles of design

Materials Provided in Collagraph Printmaking Kit:

- 30 sheets of acetate with a printed 5" x 7" rectangle
- 6 brayers of various width
- 4 inking plexi plates
- 2 palette knives
- 4 paint scrapers (2 plastic, 2 metal)
- 2 hand presses with felt and acrylic printing blankets
- Soap, 2 sponges, and 2 squirt bottles
- Laminated lesson plan
- Paper soaking tray
- 12 tweezers

Materials Provided by Teacher/School:

- Paper towels
- Thin and flexible garbage items such as: candy wrappers, straws, chip bags, thin cardboard
- Optional: Hard and inflexible garbage items such as pop can tabs, tin can lids, and flattened pop cans (**Note: If using, soaked printmaking paper is required. See end of this lesson plan for paper purchasing information and instructions on soaking paper.**)
- Optional: aprons

Ink (available from Opus):

- Akua Intaglio Ink – 8 oz: \$25-\$33 with Educator's Discount (**Note: The colours such as Prussian Blue and Oxide Green are more liquid than the black Akua ink. Both work for this project, but you will need to experiment with rolling out different amounts of ink, depending on its consistency**)

Paper Options (available from school or Staples):

- 8.5" x 5.5" white card stock (1 or more per student)
- 8.5" x 5.5" white printer paper (1 or more per student)
- 8.5" x 5.5" newsprint (1 or more per student)

Paper Options (available from Opus):

- 3 sheets of 20" x 26" Finch Opaque Vellum (cut into 12 @ 5" x 7" sheets, 1 per student) (price per sheet: \$0.94 with Educator's Discount)

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Inquiry Questions:

- What makes a design interesting and balanced?
- How can individual shapes be combined to create unique and attention-grabbing designs?
- By collecting garbage at school, what can we learn about marketing and industrially produced foods?

Big Ideas:

- Artists experiment in a variety of ways to discover new possibilities and perspectives (**Arts Education**)
- Designs can be improved with prototyping and testing (**ADST**)
- Skills can be developed through play (**ADST**)

First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Curricular Competencies: What students will DO

Students will be able to use the following creative process(es):

- Create a monoprint using ideas inspired by imagination, inquiry, experimentation, and purposeful design (**Arts Education**)
- Develop and refine technical skills required to create a relief print by composing inked pieces of garbage on a flat surface and using a hand printing press (**Arts Education**)

Concepts and Content: What students will KNOW

Students will know the following concepts and content:

- Elements and principles of art and design including shape, line, texture, form, balance, repetition, emphasis, and variety (**Arts Education**)
- Processes, materials, and techniques needed to create a relief print (**Arts Education**)

Core Competencies (suggested questions for reflection)

- **COMMUNICATION:** What shapes, textures, and repetitions did you use in your monoprint?
- **THINKING:** How did play and experimentation influence your design?
- **PERSONAL AND SOCIAL:** What differences and similarities did you observe between the monoprints that you and your classmates created?

Suggested Descriptive Feedback

- Nora has designed a monoprint considering the elements of line, space, balance, repetition, and variety.
- Nora has refined technical skills required to create a monoprint, including inking and composing pieces of garbage and using a hand printing press.
- Nora demonstrates personal responsibility when creating art, contributing to a safe learning environment. Nora actively contributes to cleaning up art materials and work space.

Displaying Student Artwork

The following are tips for displaying the finished monoprints at your school:

- Have students work together to arrange their finished artworks, creating a collaborative class composition.
- Include a title and description with the display of finished artwork. For example:

Garbage Press Monoprints by Div.2
Created with the Artists for Kids Collagraph Print Kit

We learned about techniques to make monoprints using garbage!

Inquiry Question:

What makes a design interesting and balanced?



Suggested Summative Assessment Rubric for Garbage Press Monoprints

Teachers are invited to adapt and edit the following evaluation rubric:

	Emerging	Developing	Proficient	Extending
Composition: Student has thoughtfully planned and considered the composition of garbage for their monoprint, thinking about positive and negative space, using the elements of line, space, balance, repetition, unity, and variety.				
Material, Technique, and Tool Exploration: Student has followed teacher directed processes in creating a monoprint using garbage and a hand press. Student's artmaking techniques demonstrate care, craftsmanship, and purposeful play.				
Studio Habits "Work Habits": Student demonstrates personal and collective responsibility when creating art, contributing to a safe learning environment. Student actively contributes to cleaning up art materials and work space.				

Step-by-Step Garbage Press Monoprint Guide

VIEW AND DISCUSS EXAMPLES OF GARBAGE PRESS MONOPRINTS FOUND IN KIT:

- How do you think these were made?
- What do you notice about the different textures visible in these prints?
- What makes a design interesting and balanced?

INTRODUCE THE ARTWORK OF REED H. REED AND HANNAH JICKLING

- Project images of Reed H. Reed and Hannah Jickling's prints from their *Pinking Index* series (see end of document for images).
- Ask the class the following questions:
 - How do you think these prints were made?
 - What materials do you think are represented in these prints?
 - What do you notice about the different textures that are visible in these prints?
 - How have the artists used the following elements in their artworks: line, space, balance, repetition, unity, and variety?
- Share the following information about the artists with students:

- Hannah Jickling and Reed H. Reed have been collaborating since 2006 and their roles as educators and artists are often intertwined.

Jickling and Reed are the artists behind Big Rock Candy Mountain—an ongoing project with elementary school students that produces edible art editions. These collaborative works are created in resistance to the cultures and industries that target children, as they seek to define new tastes and modes of production on eclectic terms. Learn more here: bigrockcandymountain.ca

- The artists' monoprints in their *Pinking Index* series present an assortment of garbage gathered from school yards, while the collagraph print process removes all graphics and branding from popular playground contraband. Jickling and Reed aim to emphasize the surface material of industrially produced food by highlighting slick plastics, crushed foils, urgent tears, and zig-zag cuts.



Hannah Jickling and Reed H. Reed, *Pinking Index* (installation view), 2023, from the Kelowna Art Gallery exhibition *Pinking Index*, Photograph by Yuri Akuney.

INTRO PROJECT:

- Students will create original relief designs by placing 2-4 inked pieces of garbage onto a sheet of acetate. They will then print their designs using a hand printing press.

CREATE A CLASS GARBAGE COLLECTION:

- Assemble a class collection of the following types of garbage (optionally collect garbage on school grounds):
 - Thin and flexible garbage items such as: candy wrappers, straws, chip bags, thin cardboard (i.e. Smarties boxes)

- Optional: Hard and inflexible garbage items such as pop can tabs, tin can lids, and flattened pop cans. **(Note: If using, soaked printmaking paper is required. See end of this lesson plan for paper purchasing information and instructions on soaking paper.)**
- Discuss the garbage collection with your class:
 - What types of foods were these garbage items used to package?
 - Do you think you would find different types of garbage at an office or school where only adults work or study (no kids)?
 - Do food companies create products that are specifically designed for and marketed to kids? What types of foods are designed for and marketed to kids?

CREATE COLLAGRAPH PLATES USING 2-4 GARBAGE ITEMS:

- Use palette knife (provided) to apply ink to 4 inking plates (approximately 1 tsp of ink at a time).
- Create 2 inking stations in the classroom.
- Roll ink out onto 4 inking plates. Use brayer to spread ink evenly over the inking plate, concentrate the ink in the middle of the plate. **Optional:** Provide multiple colours of ink for students to use.



- At each inking station, provide the following:
 - 2 inking plates, brayers, tweezers, stack of paper towel or other scrap paper
- Distribute one sheet of acetate to each student (with printed 5" x 7" rectangle)
- Students should choose 2-4 garbage items and experiment with arranging them inside the 5" x 7" rectangle, creating a composition considering the following design elements and principles: line, space, balance, repetition, unity, and variety.
- In small groups, students should take turns visiting the inking stations.
- Students should take 1 garbage item and place it on a paper towel or piece of scrap paper. They should roll a brayer on the inking plate. Holding down their piece of garbage with a pair of tweezers, they should then roll ink over the piece of garbage.



- Students can then use the tweezers to place the inked garbage on the sheet of acetate, locating each piece within the 5"x7" rectangle.
- Once each piece of garbage is inked and place on the acetate, students can then carry their composition to a hand printing press.
- Place the piece of acetate, inked side up, on the lower bed of the press.
- Place a piece of "good copy" paper on top of the inked garbage. Place an additional piece of paper on top of the "good copy" paper (could be printer paper, newsprint, or a piece of paper towel).
- Next place the blue acrylic blanket and then the white felt.
- Close the hand press and press strongly down on the handle.
- Make sure there is no ink on your fingers when you pull the finished print!



CLEANING UP:

- ***Please note that for clean-up the Akua ink is water soluble when you use both SOAP and water***
- Thoroughly wash the ink from the sheets of acetate, brayers, and tweezers using soap and water.
- If you are planning to carry out the activity again, the garbage can be washed with soap and water.

Instructions for Soaking Printmaking Paper

Required Materials Provided in Collagraph Printmaking Kit:

- Paper soaking tray

Required Materials Provided by Teacher/School:

- Small garbage bag

Paper (available from Opus):

- 2 sheets of 30" x 22" Stonehenge White (cut into 18 @ 5" x 7" sheets, 1 per student) (price per sheet: \$5.70 with Educator's Discount)

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SOAKING PRINTMAKING PAPER:

- If planning to create prints using hard, inflexible 3D items such as pop can tabs and metal, pre-soaked printmaking paper is required. Soaked paper will create an embossed effect when printing hard 3D items.
- Paper can be soaked the day before printmaking, or in the morning prior to printmaking.
- Cut sheets of Stonehenge White paper into 5" x 7" sheets.
- Fill paper soaking tray half full with water.
- Dip one piece of paper into water and place on garbage bag.
- Place one dry piece of paper on top of the wet piece of paper.
- Dip another piece of paper into water and stack on top of dry paper.
- Place another dry piece of paper on top of the wet piece of paper.
- Continue to alternate wet and dry pieces of paper, stacking one on top of the other.
- Place entire stack of paper inside garbage bag and keep sealed over night or for part of a day. Take out one sheet at a time to create prints.

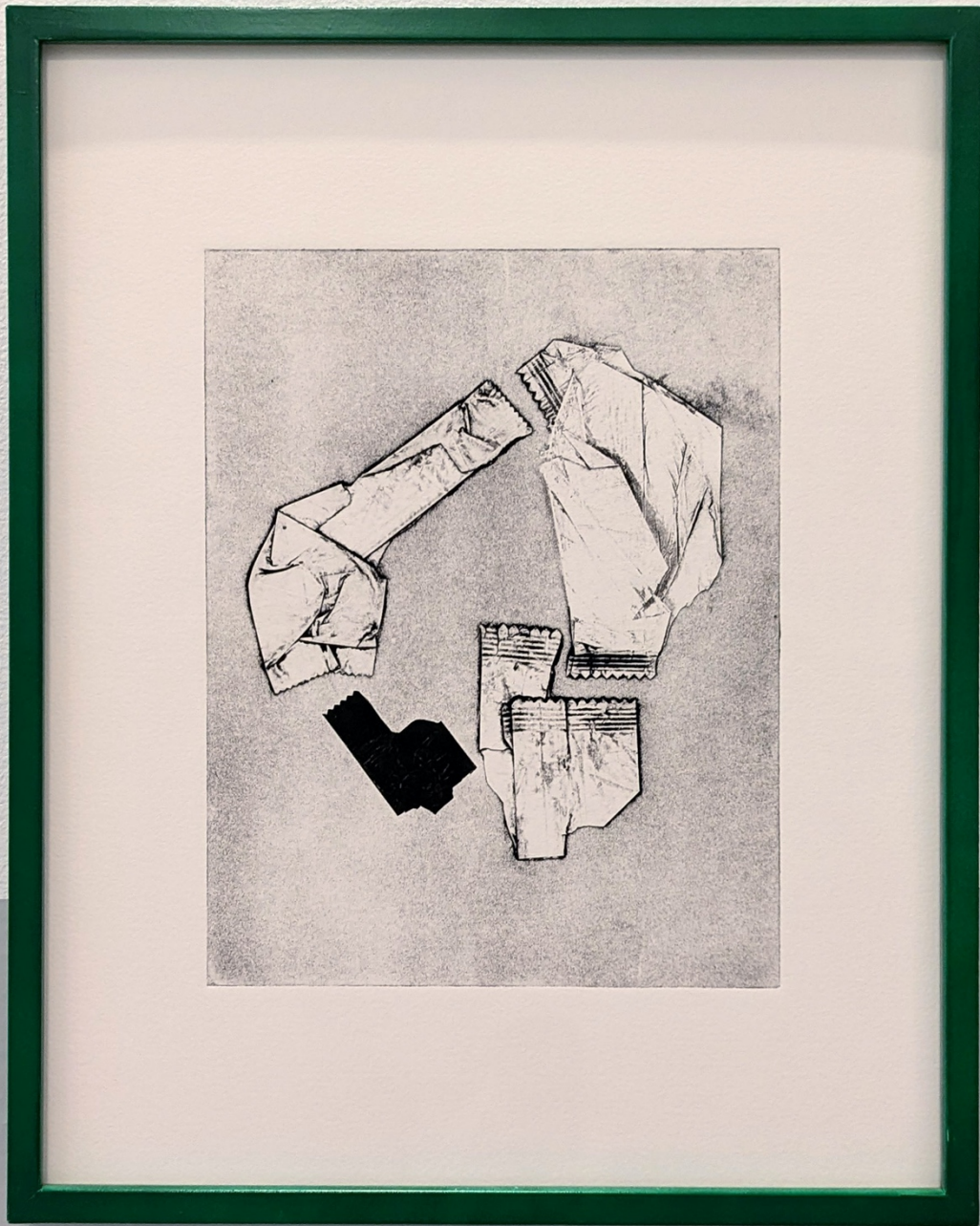




Hannah Jickling and Reed H. Reed, *Pinking Index* (installation view),
2024, from the Gordon Smith Gallery exhibition *Playhouse*,
Photograph by Rachel Topham.



Hannah Jickling and Reed H. Reed, *Untitled (Wrapper Ring)*, 2022, collagraph, unique print, 1/1, 15" x 20", Courtesy of the Artist.



Hannah Jickling and Reed H. Reed, *Untitled (Wrappers)*, 2022, collagraph, unique print, 1/1, 15" x 20", Courtesy of the Artist.



Hannah Jickling and Reed H. Reed, *Untitled (Wrappers & Straws)*, 2022, collagraph, unique print, 1/1, 15" x 20", Courtesy of the Artist.



Hannah Jickling and Reed H. Reed, *Untitled (Straw Connectors)*, 2022, collagraph, unique print, 1/1, 15" x 20", Courtesy of the Artist.