

# Stamped Line Building



**Grade:** 1

**Medium:** Printmaking

**Learning Objective:** Students will learn to see buildings as basic lines and shapes. They will use basic relief printmaking methods.

**Author:** Rachelle Roberts

## Elements of Art

**Line:** a long narrow mark or stroke made on or in a surface; a thin mark made by a pencil, pen, or brush. A mark with greater length than width. **line types:** straight and curved. Straight lines are used in this lesson and the line directions are **vertical, horizontal, diagonal**.

**Shape:** a two-dimensional (flat) area enclosed by a line. It is either **geometric** (symmetrical, usually straight edged) or organic (curved, irregular) This lesson uses geometric shapes: **squares, rectangles and circles**.

## Principles of Design

**Pattern:** the repetition of the elements in an organized way. In this lesson they are shape, color & line.

## Additional Vocabulary

**Brayer:** the tool used to spread the ink in a thin layer for printing.

**Details:** small overlapping designs that make the whole more interesting.

**Overlapping:** when shapes are made over other shapes.

## Materials & Supplies

- 12x18 Black or Dark Paper
- Dark paper for practice
- Small plate for each student for ink
- Set of brayers, 1 for 2 students to share
- Recyclable materials which create geometric shapes & lines for printing
- White water-based printer's ink
- Oil Pastels or Metallic Crayons

## **Context (History and/or Artists)**

Frank Lloyd Wright was an American architect born in 1867 in Wisconsin. He designed more than 1000 buildings during his life. He also designed other things such as furniture or stained glass. His most famous building is Fallingwater, which is a house built to rise above a waterfall. Wright pioneered an American style of architecture and is thought of as one of the greatest architects the world has known.

## **Advanced Preparation**

- Gather recyclable materials such as small pieces of Styrofoam, straws, plastic yoghurt lids, caps, plastic forks, corrugated cardboard, plastic, paper and Styrofoam cups, whole and cut in half.
- Cut cardboard into small varied sizes.
- Gather pictures of Seattle buildings with various types of architecture.
- Locate “The Shape of the World: A portrait of Frank Lloyd Wright,” written by K.L. Going.

## **Tips & Tricks**

- When printmaking, the students need to use deliberate up and down motions (stamping) not side to side or sweeping motions.
- Instruct the students to start their building at the bottom of the page and build up, just as a building starts at the foundation.
- It is possible to add the color with oil pastels or crayons in the same day if the print has about 15 or 20 minutes to dry. A blow dryer can speed this up further.
- Printer’s ink is preferable to tempera paint since it stays moist longer and prints more evenly. It dries quickly once printed and it washes easily with water. However, it can smear and run again if wetted, even after having dried thoroughly. Use glue stick, not liquid glue, on the back (if using glue to mount artwork).
- Have adults distribute the ink. Have students alert you to refills by raising their hands.

## **Discussion Points**

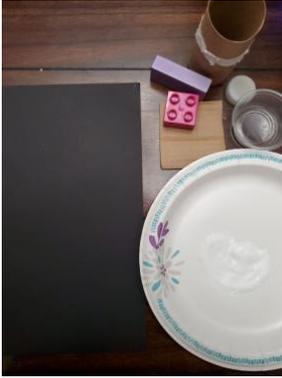
- Read “The Shape of the World: A portrait of Frank Lloyd Wright”.
- Show photos of Seattle architecture that exhibits simple lines and shapes. Examples could include the Space Needle, Smith Tower, MoPop, or the Seattle Library. Point out patterns and shapes.



## Reflection Point (Assessment of Learning Objectives)

- Students will see buildings as repeated straight lines and geometric shapes.
- They will use basic relief printmaking methods.
- They will use basic vocabulary to describe line directions and geometric shapes.

## Instructions for Lesson



Prepare each student's plate with white printer's ink. Squirt about a 2" line per student. Set aside.

Write the above vocabulary that's in **bold** on the board and repeat it with students. Have them draw straight lines going in the 3 directions with their fingers in the air while repeating the direction names.

1. Read "The Shape of the World" book.
2. Show pictures of Seattle architecture. Point out the lines and shapes introduced.
3. Discuss how the buildings can be broken down into simple lines and basic shapes that 'build' the building. They go from large 'wholes' to small 'details.'
4. Demonstrate how to print: use the brayer to roll out the ink into a thin, even layer to create a 'stamp pad'. Print lines using the edge of the cardboard pieces & cups or lids to create circles and semi-circles that can combine to create buildings.
5. Emphasize that the students need to stamp straight down on the paper then lift up: not drag or pull the materials across the paper. Point out how to know they have too thick a layer of ink: it smears. or too thin: it doesn't fully print.
6. Place the brayer on its back while not in use.
7. Distribute paper plates, brayers, paper and recycled materials.
8. Practice printmaking together as a class on their scrap paper. Construct the first building together. Demonstrate and have the students follow.



9. Instruct the students to line up additional buildings on their final paper. Remind them not to use too much ink. The plates will have to be re-inked occasionally.

10. In an additional class period, have the students add color the buildings with oil pastels or metallic crayons. Instruct them to not color over the white lines of the buildings.



## References and Attributions:

"Frank Lloyd Wright Facts for Kids." *Frank Lloyd Wright Facts for Kids*, kids.kiddle.co/Frank\_Lloyd\_Wright.

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## Notes for Educators:

### 21<sup>st</sup> Century Thinking Skills

Observing, Making Connections, Sequencing, Visualizing, Comparing/Contrasting, Finding Evidence, Cause and Effect, Decision Making, Evaluating.

### WA State Learning Standards

(VA:Cr1.1.1) a. Engage collaboratively in exploration and imaginative play with materials.

(VA:Cr1.2.1) a. Use observation and investigation in preparation for making a work of art.

(VA:Cr2.1.1) a. Explore uses of materials and tools to create works of art or design.

(VA:Cr2.2.1) a. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

(VA:Cr2.3.1) a. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. In this lesson, they identify buildings.

(VA:Cr3.1.1) a. Use art vocabulary to describe choices while creating art.

(VA:Re7.1.1) a. Select and describe works of art that illustrate daily life experiences of one's self and others.

(VA:Re7.2.1) a. Compare images that represent the same subject. This happens when viewing different kinds of buildings.

(VA:Re8.1.1) a. Interpret art by categorizing subject matter and identifying the characteristics of form. This happens when you look for line and geometric shape in building designs.

### Arts Integration Opportunities

Social Studies: communities.

Math: equal units, counting shapes, measuring.