

Monotype “Hoop-la”

Functioning as both a painting and a print, a monotype is, by definition, a print pulled from a clean, smooth, unaltered surface. Each monotype is unique and irreproducible, and the unpredictability of the process demands that the printer work spontaneously.

Since Rembrandt’s time, many artists have created monotypes, each adapting the medium to his or her own style. Degas, Picasso, Matisse, Robert Motherwell and Jasper Johns are just a few of the artists who have experimented with monotype.

The “hoop-la” over monotype can be experienced in your classroom using this safe, simplified, waterbased process that employs acrylic paint, printing foam and fabric. The technique builds the print one layer at a time, and tools are used to remove or “subtract” color between layers. Create an instant frame by stretching and gluing the finished print to a gold macramé ring.

Grade Levels 3-12

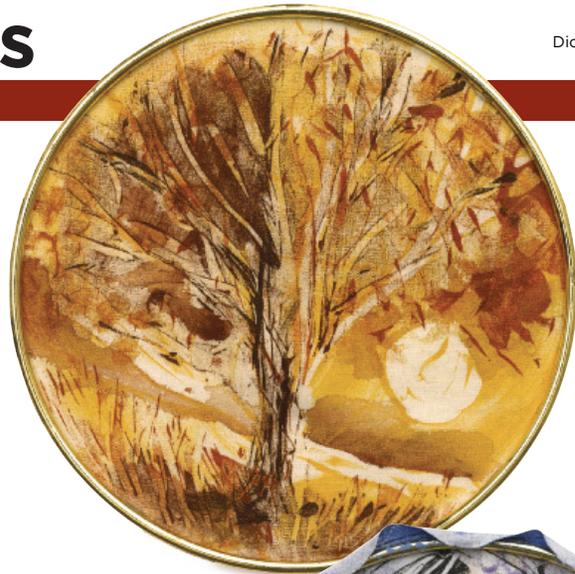
Note: Instructions and materials are based upon a class size of 25 students. Adjust as needed.

Preparation

1. Cut muslin to 7" squares using fabric scissors.

Process

1. Place the macramé hoop on a piece of Printfoam and trace around the outer edge with one of the modeling tools. Use scissors to cut out the circle.
2. Center the Printfoam circle on the muslin square and trace around the outer edge lightly with a pencil. Do not cut. Draw a light line from the back of the foam circle onto the fabric to make a registration mark.
3. Beginning with light colors first, paint the background of the monotype on the Printfoam. Helpful hints:
 - Consider that the print will be made in reverse, so the painting must be reversed.



Materials

Ubleached Muslin, 38" wide (63104-1338); share 1-yd across class

Inovart® Printfoam, 6" x 9", pkg of 30 (40403-1022); need one piece per student

Gold-Tone Macramé Ring, 6" dia. (66909-9006); need one per student

Blick Studio® Acrylic Colors, 4-oz tubes, assorted colors (01637-); share 6-8 across class

Blick® Scholastic Golden Taklon Brushes, assorted Rounds (05858-); need one per student

Student Clay Modeling Tools, 7-piece set (30361-1009); share 4 sets across class

Weldbond® Universal Adhesive, 4-oz (23819-1004); share two bottles across class

Snippy® Scissors, pointed (57040-2005); need one pair per student

Fiskars® Titanium Scissors (57088-1008); one pair for cutting fabric

Optional Materials

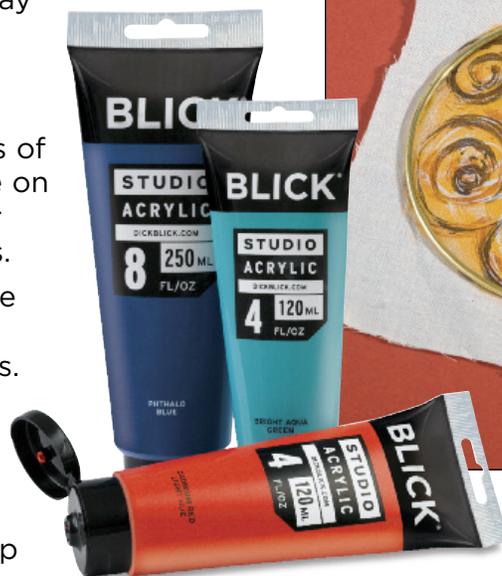
Yasutomo Bamboo Baren, 4-1/2" (40120-1001)

Process, continued

- Small amounts of water may be added to make the paint more fluid.
 - Use the modeling tools to scrape lines and remove areas of paint. These will appear white on the first print and reveal color beneath on subsequent prints.
4. Place the Printfoam, paint-side down, on the muslin square, aligning the registration marks. Apply pressure firmly and evenly with your hand or a print baren to make the first print.
 5. Repeat the process to build up layers of prints using gradually darker colors. The foreground will be the darkest color. Do not clean the Printfoam between prints. Use the paint that remains on the Printfoam from previous layers as a guide.
 6. The hoop may be glued to the front or the back of the print after the paint has dried completely.
 7. To hang the print, stitch around the hoop at the top with embroidery needle and floss to create a loop.

Options

1. Embellish the print on the hoop with stitching, beads or collage elements.
2. Make another print to glue to the back side of the hoop and hang it as a two-sided piece..



National Standards for Visual Arts Education

Content Standard #1

Understanding and applying media, techniques and processes

K-4 Students describe how different materials, techniques and processes cause different responses.

5-8 Students intentionally take advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas.

9-12 Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques and processes they use.

Content Standard #2 Using knowledge of structures and functions

K-4 Students use visual structures and functions of art to communicate ideas.

5-8 Students select and use the qualities of structures and functions of art to improve communication of their ideas.

9-12 Students create artworks that use organizational principles and functions to solve specific visual arts problems.

