

The corners of the slide are decorated with various leaves and berries. The top-left corner has a cluster of green leaves and a small orange berry. The top-right corner has a red leaf, a green leaf, and two small berries (one orange, one pink). The bottom-left corner has a single orange leaf. The bottom-right corner has a single green leaf.

# Lino Print



Julia Daniela Filip



# Work for the 22nd of Nov



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3 key skills that relate to Lino UoL

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5 learning outcomes across the 3 strands

05.

## L.N.O

Literacy , Numeracy and Oracy



01.

# Theme – Versus (vs.)

Theme C
Versus (vs.)
Support Material
As opposed to; in contrast with.
<p>Start vs. finish</p> <p>serious vs. light-hearted</p> <p>restrictions vs. freedom</p> <p>imitation vs. authentic</p> <p>complex vs. minimalist</p> <p>juxtaposition vs. similar</p> <p>processed vs. natural</p> <p>function vs. decoration</p> <p>meandering vs. straightforward</p> <p>villain vs. hero</p> <p>decay vs. growth</p> <p>morning vs. evening</p> <p>excess vs. need</p> <p>increase vs. decrease.</p>
<p>Michelangelo</p> <p>David</p> <p>1501-1504</p>

day vs night ( sun , moon, stars) (scary/dark) (bright/good) - Julia

man made vs nature ( mechanic vs nature) clocks, laptop headphones phones vs leaves trees snails flower - Julia

decay vs growth ( decayed fruit leaves , iron , rust vs fresh fruit leaves growing on walls , dystopia world nature takes over - Julia

excessive vs need ( excessive food factories mass production vs world hunger lack of water lack of resources) - Julia

broken vs fixed ( broken objects , ripped apart missing vs intact fully complete) - Julia

Julia

## Aim

To create a lino print, experimenting with different drawing techniques creating tone and line from primary sources while also exploring the theme Versus.

## Scenario

- **Working from a primary source**
- Students choose a primary source, such as the human figure or artefact/s from the world around them and develop a realised work from this source.



## Key Skills

1. Managing Myself,
2. Staying Well,
3. Communicating,
4. Being Creative,
5. Working with Others, and
6. Managing Information and Thinking.

(Working with digital technology also forms part of each of the skills)

1. Being Creative : Students will experiment with different drawing techniques such as blind drawing, contour line drawing and continuous line drawing from their primary sources
2. Managing information and thinking : Through the exploration of line drawing students will use this information to create a final tonal drawing from their primary source using different types of line such as cross-hatching etc
3. Staying Well : Students will be able to properly manage and use lino cutting tools after I have shown the correct procedures in using them.

# Statements of Learning

SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.

SOL 11: Takes action to safeguard and promote her/his well being and that of others

SOL 21: The student applies practical skills as she/he develops models and products using a variety of materials and technologies.

SOL 23: The student brings an idea from conception to realisation.

## Learning Outcomes

1. 1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them
2. 1.12 apply their understanding of the art elements and design principles to make an artwork.
3. 2.6 investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making
4. 2.13 identify the role of media in the development of craftwork
5. 3.6 design a final work based on their drawings

**Literacy** - While exploring the theme chosen (in this case Versus) students will come across key words that they may have not encountered before, as part of their mind mapping and research students will go and find the definitions of the new words expanding their vocabulary developing their spoken language and word bank.

**Numeracy** - After students have developed their final drawing which they will create into a lino print they will investigate, reason and problem-solve the best way to cut the lino block to achieve the same effect as the drawing ie ; What parts have to be cut out to create the negative space / which parts are to be left alone to create the positive space and what to do in the case of text (mirroring) Ratios will also be introduced when enlarging thumbnails to A5 print size which will allow the students to problem solve how to enlarge the image working with measurements.

**Oracy** - Pairing students together who have picked the same theme to allow for a broader mind map and ideas to bounce off of each other. This also takes in consideration any SEN students who may find it hard to generate ideas at the research stage while also developing good relationships, listening and expressing oneself and learning with others.

The image features a light cream background with decorative elements in each corner. These elements consist of stylized leaves in shades of teal and green, and small, teardrop-shaped petals in orange, red, and pink. The central text is a bold, black, sans-serif font.

**Work for the 10th of Nov**



Julia Filip

# Lino Project

With Brenda O'Reilly Hughes



# Theme - Versus (vs)



day vs night ( sun ,  
moon,  
stars)(scary/dark)  
(bright/good) - Julia



excessive vs need (   
excessive food  
factories mass  
production vs world  
hunger lack of  
water lack of  
resources) - Julia



man made vs nature  
( mechanic vs  
nature) clocks,  
laptop headphones  
phones vs leaves  
trees snails flower -  
Julia



Julia

decay vs growth (   
decayed fruit leaves ,  
iron , rust vs fresh  
fruit leaves growing  
on walls , dystopia  
world nature takes  
over - Julia



broken vs fixed (   
broken objects ,  
ripped apart  
missing vs intact  
fully complete) -  
Julia



# Julia Filip

Great Work Julia  
Can you annotate  
how your theme is  
reflected in your still  
life

I have decided to go  
down the route of  
man-made vs nature  
and see how  
mechanics and  
natural things can be  
different but also have  
similarities that  
interact with each  
other in a coherent  
way





# Julia Filip



# 1 Blind Contour Drawing - 5mins



## 2 Continuous line drawing (2 objects) 5 min



### 3 Contour line (one object) 5min

Contour line  
One object  
5/11/21  
5 mins



#### 4 Viewfinder observational tone drawing - 15min

viewfinder observational drawing  
15 min  
5/11/21



Good  
work  
Julia



I decided to re do  
one since my first  
drawing was more  
smooth shading  
than cross-  
hatching/ line  
shading

The page features a light cream background with decorative elements in each corner. These include small, stylized leaves in shades of teal and green, and small, teardrop-shaped seeds in orange and reddish-brown. The central text is in a bold, black, serif font.

**Work for the 17th of Nov**



# Negative and Positive thumbnails



Great work  
Julia - which  
one will you  
choose for  
your final  
design?





## Final Design

Picked a mixture of different aspects of my thumbnails

**Great idea - this design is perfect for Lino.. well done**



## Lino Prints

Great work Julia -  
have you some lino  
left? we will be  
using some to  
experiment with  
mark making on  
Wednesday 24th  
before the final  
piece







The slide features a light cream background with decorative elements in each corner. These include small, stylized leaves in shades of teal and green, and small, teardrop-shaped petals in orange, red, and pink. The text is centered in a black, serif font.

Assignment for Monday the 29th Nov

# Visual Aids

## MATERIALS



## PROCESS



! VERY IMPORTANT!

ALWAYS CUT WITH HANDS  
BEHIND BLADE !!!



- Number each square with blade you worked with.
- Play with line, dots, shapes + swills

## PROCESS



Apply lino ink to  
Perspex palette



Use roller to roll the  
ink down + up for  
even coat on roller



Lift roller once  
in a while to  
spread evenly.

## PROCESS



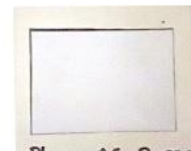
Apply ink to lino



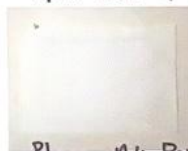
Make sure to  
get each spot



Even coat No  
spaces.



Place A5 Paper  
on Lino



Place A4 Paper  
on top of  
A5 paper



Press down  
with wooden  
spoon everywhere  
to transfer ink.



WHITE PAPER

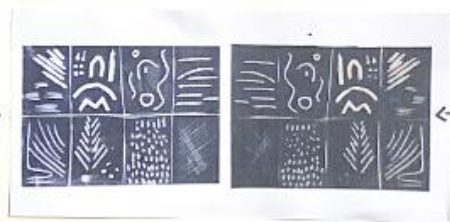


BROWN PAPER



FINAL

TRANSFER →



← LINO BLOCK

TRANSFER



WHITE PAPER

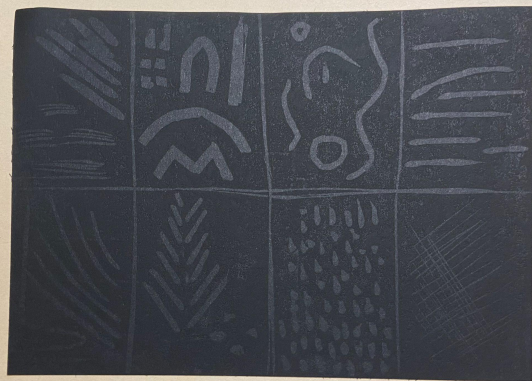


BLACK PAPER

BROWN PAPER



BLACK PAPER



WHITE PAPER





# Support Studies

Angie Lewin

Harvest  
Linocut

Image size: 170mm x 110mm



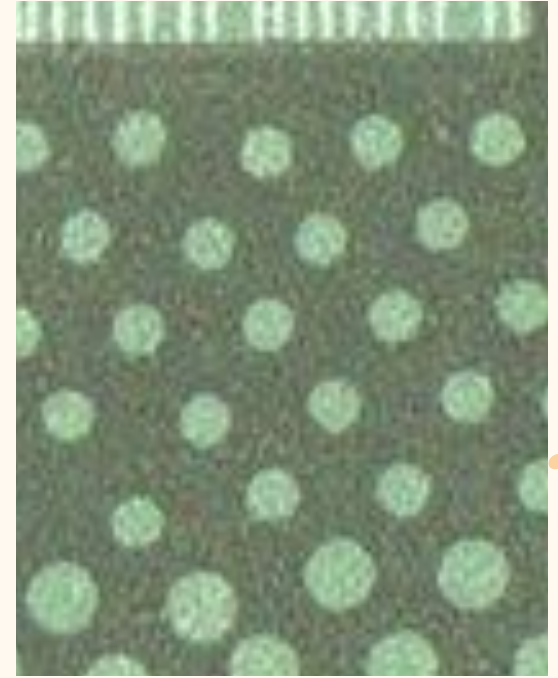




Uses Swirls



Line



And Dots to create texture

# Health And Safety - Lino Cutting

- **Do NOT** cut with hands in front of blade.
- **ALWAYS** cut **AWAY** from your body.
- Never leave lino cutters / blades laying around.
- Return lino cutters and blades to the teacher when finished.
- **Never** use a defective tool ie; Broken handle or Blade.
- **ALWAYS** use the bench hook when cutting.
- **NEVER** use blades for something other than cutting lino.
- Make sure to **tightly secure** the blade ( NO loose blades ! )



The slide features a light cream background with decorative elements in each corner. These include small, stylized leaves in shades of teal and green, and small dots in orange, red, and yellow. The main text is centered and reads:

# **Final Lino and Print (Re – Done)**

Process + Final outcome

For 15th Dec



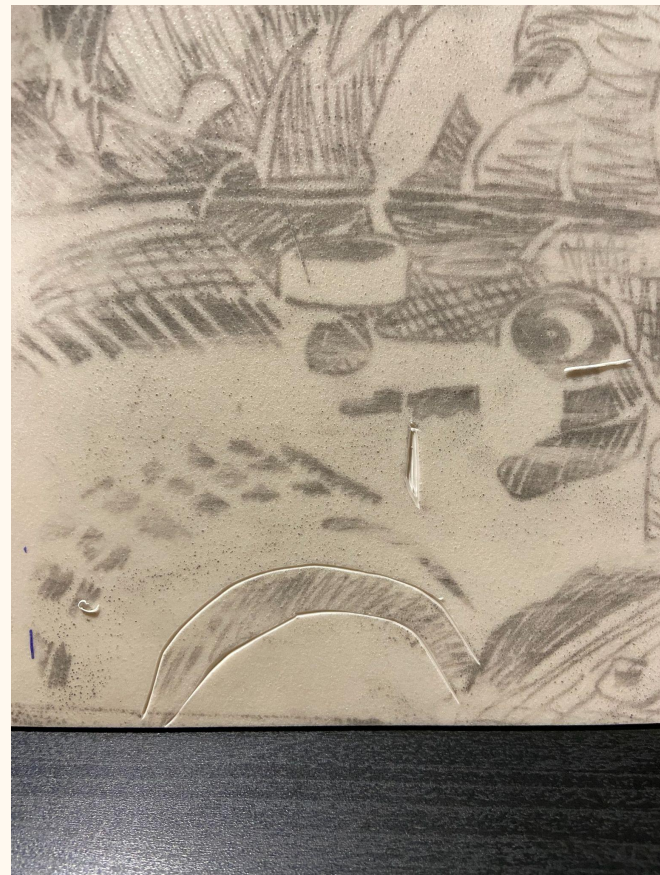










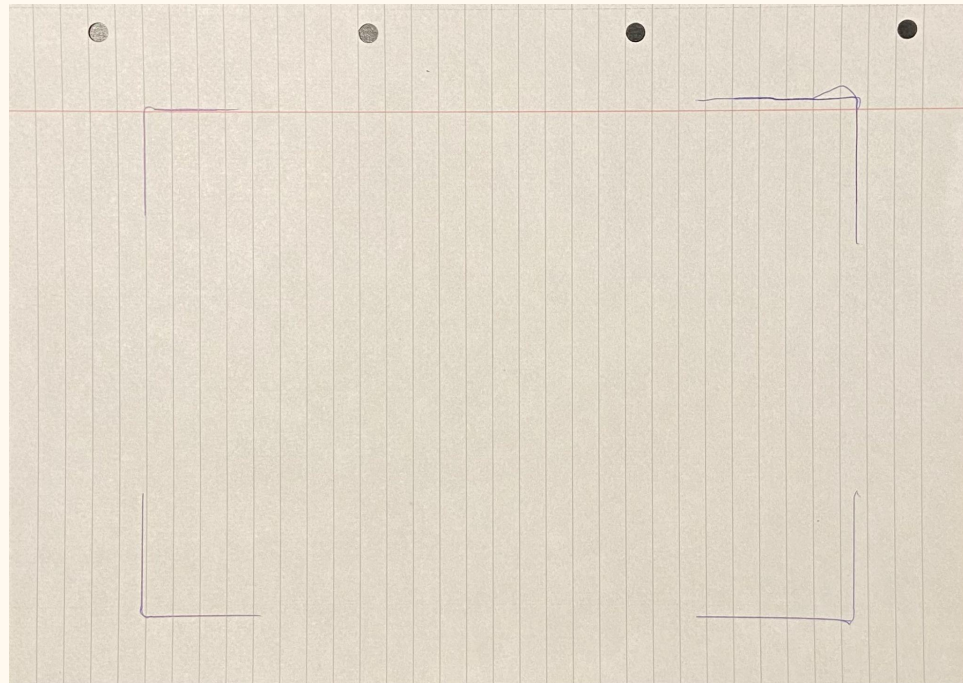






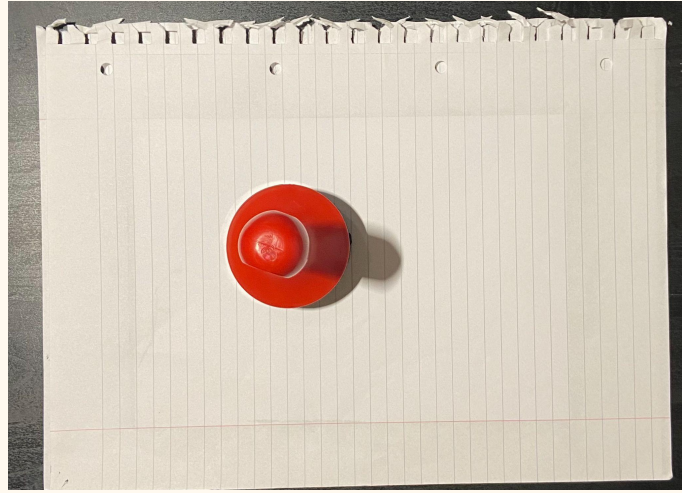
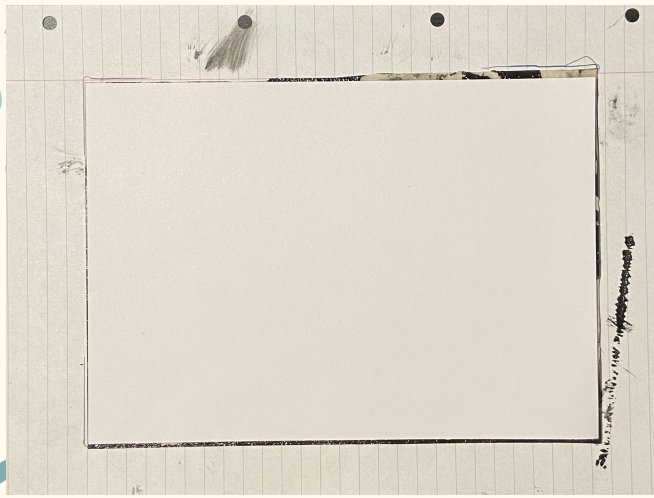












The page features a light cream background with decorative elements in each corner. These include small, stylized green leaves and orange and red fruit-like shapes. The central text is in a bold, black, sans-serif font.

# **FINAL PRINTS**





**Not good - to  
patchy**







