

For the Masses: Stamping as Mass Media

A HANDS-ON ART ACTIVITY
DESIGNED BY MONA
EDUCATORS

Description

This activity will teach students about the process of printmaking through Yoshiko Yamamoto's work. Printmaking allows artists to make multiple copies of one artwork that can be quickly distributed. Students will then create their own stamps that they can use to decorate multiple cards.



Student Examples

Image Source: Museum of Northwest Art

Materials

- 1 square gum eraser per student (1 x 1" is a good size)
- Multiple colors of cardstock or thick paper cut into 5.5 x 4 " rectangles
- Scrap paper
- A variety of colors of ink pads
- 1 ball point pen and 1 pencil per student
- [Introductory video on printmaking](#)
- [Video about Yoshiko Yamamoto and her printmaking process](#)
- *Waterlilies I* and *Kelmscott Manor* by Yoshiko Yamamoto (included at the end of the lesson)

Instructions

- 1) Ask students about their prior knowledge on prints and printmaking.
- 2) Show students the attached videos on printmaking and Yoshiko Yamamoto to explain printmaking to them.
 - You can tell students that printmaking allows artists to make multiple copies of their artwork. Prior to computers, this had the effect of making artwork more widely available.
- 3) Show students *Waterlilies I* and *Kelmscott Manor* by Yoshiko Yamamoto and engage in a Visual Thinking Strategies (VTS) discussion with them,
 - VTS is an inquiry-based method of facilitating discussion. Tips and resources on VTS are included at the end of this lesson.
- 4) Introduce the project: Students will create a stamp and then use their stamp to decorate multiple cards. These cards can be shared with friends, family, classmates or teachers.
 - During this step, pass out the materials that the students will need to create their stamps.
 - Give students the following guidelines:
 - a. Designs should be somewhat simple; too many details will lead to the eraser cracking or lack of clarity in the design
 - b. Strive for a unique design
 - c. Do not use words, letters or numbers (they will be flipped when they are stamped)
 - d. Use one color of ink per stamp
- 5) Explain the steps to make the stamp:
 - Trace the outside of the eraser onto a scrap piece of paper and practice using pencil to draw the design inside the 1 x 1" box. This is called making a thumbnail drawing.
 - Then, redraw the design onto the eraser using pencil.
 - Next, retrace the design several more times using slightly firmer pressure until the pen creates a groove on the eraser.
 - When the whole design is carved out, select an inkpad and press the stamp into the ink and then on to the scrap paper test the stamp. Make any changes necessary.

6) Encourage students to make multiple cards and to share or trade stamps once they have finished their stamp. Show individual students how they can rotate their stamp to create a pattern.

- You might ask students who they could give their cards to, or circulate a card that each student could stamp with their design to end the activity.



Finished samples of stamps made by instructors, and a student sample with some cracking on the edges. Image Source: Museum of Northwest Art

Relevant Vocabulary

- ✓ Print
- ✓ Stamp
- ✓ Printmaking
- ✓ Multiple
- ✓ Distribute
- ✓ Patern



Learning and State Standards

Fulfills **Washington State Arts Learning Standards:**

- **Second Grade:** VA:Cr2.3.2 (Repurpose objects to make something new).
- **Third Grade:** VA:Cr2.2.3 (Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes).
- **Fourth Grade:** VA:Cr2.1.4 (Collaboratively set goals and create artwork that is meaningful and has purpose to the makers).
- **Fifth Grade:** VA:Re9.1.5 (Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts).
- **Sixth Grade:** VA:Cn11.1.6 (Analyze how art reflects changing times, traditions, resources, and cultural use).
- **Seventh Grade:** VA:Pr4.1.7 (Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced).
- **Eighth Grade:** VA:Cr2.1.8 (Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing).



Visual Thinking Strategies

MoNA's Education programs utilize Visual Thinking Strategies (VTS), which is a research-based teaching method that promotes aesthetic development including critical thinking and communication skills. Here in the MoNA, we use VTS to engage students and general visitors with art encouraging them to observe closely, think critically and discuss respectfully; however, VTS can be effectively used across curricula. This approach teaches its participants how to take the time to observe closely, describe what they see in detail and provide evidence for their observations. Students learn that their reflections and thoughts are valued and appreciated in this inclusive teaching method.

In order to facilitate a VTS discussion, you first encourage viewers to take a quiet moment to observe the work you are going to explore. Then you ask the following questions and paraphrase the responses without adding any of your own judgements. You can insert additional vocabulary and point to specific parts of the artwork.

What's going on in this picture?

What do you see that makes you say...?

What more can you find?

Visual Thinking Strategy Links

If you are interested in learning more about VTS, [here is their website](#). If you already know and love VTS, but want help finding great images to use in your classroom, here is a [fantastic gallery](#). You can also visit this website for additional resources: www.monamuseum.org/resources-for-educators

Meet the Artist: Yoshiko Yamamoto



Image Credit: Arts & Crafts Homes

Yoshiko Yamamoto is a Japanese printmaker and watercolor painter. Born and raised in Tokyo, Japan, she immigrated to the United States with her husband, where she later attended UC Berkeley in California. After graduating, she and her husband opened up their studio, Arts and Crafts Press, in Tacoma, Washington. Yamamoto's style is heavily influenced by the arts and crafts movement of the late 19th and early 20th centuries, traditional Japanese woodblock prints, and scenes from nature.

"My hope is that my own personal moments can be something that becomes universal and something that other people can enjoy.."



Waterlilies I, Yoshiko Yamamoto
Image Source: Arts and Crafts Press



Kelmscott Manor, Yoshiko Yamamoto
Image Source: Arts and Crafts Press