

Faux screen-printed scratch-art artworks

Submitted by Michael Freitag- Winston Campus Junior High School, Palatine, IL

Description: Students will explore the art techniques of local Chicago Artist Dan Grzeca (Jet-Sah), and Seattle based artist Daniel Danger. Danger and Grzeca do scratch art/clayboard works that become the basis for multi-colored silk screens. Both do work in the form of music concert posters and art prints. Danger was a secondary artist to the lesson because of his strong works in the theme the project was based on, Isolation. Danger being a Illinois based artist also has several works in this theme and is the main artist of focus in the unit.

Students were given several opportunities to explore and reflect on the original technique the artists used through videos and pictures. Both Grzeca and Danger granted me permission to use their images freely in my class. The students then had to create a work of art exploring the universal theme of Isolation. The technique they were to be completing the work in was geared towards emulating the scratch art and screen print qualities of line utilization, value rendering through hatching and cross hatching, and contrast through a primary image done in black marker, with a hand painted background in the remaining space on the paper. An additional requirement was given to explore spatial depiction of a foreground, middle ground and background within the composition.

Learning Objectives:

Students will explore the universal theme of Isolation through a unique work of art utilizing a focal point and contrast.

Students will utilize the techniques of hatching and cross hatching to create a full-page composition that depicts a spatial feeling of foreground, middle ground, and background.

Create an approximately 18 X 14 inch hand drawn and painted work of art

Guiding Questions:

1. How can an artist utilize value, space, color, emphasis and contrast to depict the universal theme of Isolation?
2. How will the technique of Daniel Danger and Dan Grzeca inspire you in your creation of a modified version of the technique to depict Isolation

Grade Level: junior or senior high school

time frame: 3 class weeks for whole process, or roughly 15 work days that include the preliminary research/responses and exposure to the artists and style, formative assessments by peers every 2 or 3 days, and post assessment activities.

Vocabulary: Hatching, cross hatching, value, emphasis, focal point, space, foreground, middle ground, background, screen print, scratch art, clay board, ruby lith, Isolation, printmaking, watercolor wash, and contrast.

Materials:

- Scratch paper for preliminary sketches and technical exploration
- pencils (H values would help due to their lightness)
- black regular and fine tip sharpie markers
- 18 X14 watercolor paper
- Basic watercolor set
- Assortment of watercolor brushes
- Water cups, paper towels, and any other materials need to paint with watercolors

Software: Google Docs, Google Forms, Google Classroom (for dissemination of information and supplementary materials), video enabled web-browser

Prerequisite knowledge/concepts: drawing skills exploring value through hatching and cross hatching, and use of Google docs and forms. Basic compositional structures and concepts specifically the rule of thirds. The concepts of emphasis and a focal point were also explored

Lesson components:

Introduction and procedure (day 1):

About the artists: Dan Grzeca (pronounced Jet-sah) is a Chicago based artist. His work explores a variety of themes in which he creates screen-prints from a scratch board drawing he starts with. The process is highlighted in the video attached. You can also see his work which he has been so kind to give permission to use as examples, in the google doc. Here are some videos showing how Dan works from a sketch idea to a finished product in a time-lapsed movie. I explain Daniel Danger as well, but tell them Grzeca's local ties allow us special access to his techniques and process.

Watch: <https://www.youtube.com/watch?v=pWbElli3Dqk> Explosions In The Sky print

Also watch if feasible: <https://www.youtube.com/watch?v=I5MBAEGD63I> Black Keys

Self-guided exploration:

Dan Grzeca's home page: <http://www.dangrzeca.com/>

Daniel Danger's site at: <http://tinymediaempire.tumblr.com/>

Reflection 1: Students then do a quick Google Doc response (a few sentences) to the prompt, they pick one of the two to respond to. The document is shared with all students with the ability to edit, and they all respond on one document so they may review the answers of their peers. In the end you have one doc per class with all the answers on it. Make sure they sign their name after their response:

What are some stylistic qualities you notice about Dan Grzeca and Daniel Danger?

or

Compare and Contrast the style and content of Daniel Danger's and Dan Grzeca's screen printed posters.

Project introduction: (day 2):

You will be completing a project based on the theme of Isolation. Merriam Webster define Isolation as: the state of one who is alone. ... isolation stresses detachment from others often involuntarily

Your objective is to create a work of art that depicts Isolation. You need to have the following components:

1. A subject that is depicted as isolated. This can be a person or other type of creature real or fictitious. It will be represented in your work as a solid black silhouette (the outer shape of the subject all colored black inside) like we saw in the examples of Grzeca's work. It can explore existentialism if you like (the individual person as a free and responsible agent determining their own development through acts of the will- Google definition)

2. A location- you need to display a foreground, middle-ground, and background in this work using the tools we discussed in our word study of space (Overlap, detail, color intensity, placement on the page, size, and 3-d drawing). The style should consist of many lines and shapes to break up the space, similar to what we saw in Grzeca's work. You need to think of the MOVEMENT the lines you use creates, and where it leads the viewer's eyes. You may even want the lines to create EMPHASIS by leading to one place.

3. The work will be done as a black and white line drawing in sharpie marker, then hand colored with watercolors,

4. The topic of isolation can be interpreted how you like, but it should be a unique and original approach to the subject despite the stylistic restrictions. We are not trying to copy a Grzeca/Danger, rather we are trying to depict Isolation in a style similar to their work.

Remember:

- 1: fill and use the whole page
2. have a clear foreground/middle ground/background spatial arrangement
3. The theme of isolation is your visual focus
4. you are using a style of lined drawing that mimics scratch art in some ways

THE IDEA:

1. You will want to first decide how you are going to show ISOLATION in your work
2. Next you will want to make decisions on the setting and subject that best make that idea a reality. What will be isolated, and where? Is what the subject isolated from needed on the picture as well?
3. After deciding the content, how will you arrange it and stylize it to show the fore/mid/background areas, and use lines and shapes in the style of Dan Grzeca to create visual movement to lead the viewer to parts of the idea you want them to focus on (remember the rule of thirds).
4. Sketch it out, see what it looks like. Every detail is not needed, and areas that you will fill with lines do not need to be done here, just show the shapes that will be filled. How does the subject look with the background and placement you have chosen, does it give the idea of isolation? Does the drawing have the full page addressed and the spatial components met? Once a sketch is done, ask some people around you what they think, and decide are there changes you will make. When you have a sketch that does all the components discussed, show it to your teacher for final approval and to get your final paper.
5. **Final version:** you will probably start with a LIGHT line drawing that you will trace over with the black Sharpies. The detailed lines can be added as you go. Once that black is there you will erase any remaining pencil lines and decide what areas and colors you will paint the white space with. There will be a small painting

demonstration later in the week, or early next week.

Remember, we are using the concepts Dan Grezca and Dan Danger explored, and are letting their artistic style influence ours, but we are not copying any of their works. Come up with your own approach to showing isolation, with clear spatial regions, all done in a black and white line drawing. No shading is needed, but if you include it, use hatching and cross hatching. Some areas can be colored in completely black.

****In general it took 3-5 days for them to come up with an idea and sketch that had the components necessary.**

The drawing and painting execution at full scale took roughly 2 weeks of class

Assessment

grading criteria-I used a 100 point rubric each portion was worth up to 25 points:

- **Finished product outcomes:** Overall artistic result, is your work neat and clean as far as no rips/tears/stains/eraser lines etc. Is your work DONE?
- **Spatial Goals:** How the element of space is depicted, do you have a clear foreground/middle ground/background spatial arrangement
- **Content:** Isolation is your theme, how can you show a subject in a setting that let the viewer think of isolation or related feelings. How well did you use the rule of thirds and contrast to make an isolated subject?
- **Technique:** We are using line and shape as our main tools, recall how Grzeca and Danger use line to create movement and visually interesting spaces. Did you draw efficiently, paint with the proper ratios of water to paint to allow the black lines to show clearly. Was the color of paint you chose related to content or random?

Post-Evaluation:

This was done as a Google Form, each student filled this out upon completion of the project.

1. What part of the project do you think you did the best job on? (You have to pick something, as best means the part you finished that is best). Explain your answer, and give me evidence from the artwork to support your opinion.
2. Looking back, knowing what you know now, if you could rewind the steps you did, what would you change, what phase of the work was it? Sketch portion, pencil drawing, marker drawing, or painting, are the stages.
3. What was one thing you learned from this project? Please explain with details.
4. How much did you like doing/creating this project?
-Loved it! -Liked most of it -It was OK -Wasn't really into it -Totally hated every part of it



Kinga K- Winston Campus Junior High School 2017, graphite, marker, and watercolor on paper.