



# LIVE Arts Heather Cline

## Design, Production & Product

### Overview

This session will give students the opportunity to participate in a live broadcast by professional artist Heather Cline.

Students will learn about the history of printmaking and how this art form is related to the history of textile production and the creation of contemporary clothing. Using 'We Day' resources students will explore issues around handmade versus mass production and issues that arise from how contemporary clothing is made.

### Artist Bio

HEATHER CLINE lives and works in Regina, Saskatchewan. Growing up in the Saskatoon community of Sutherland, she witnessed a small town being consumed by a city. This limbo between prairie past and prairie present continues to inform her multi-media practice.

Since completing her MFA at the University of Saskatchewan in 2001, Cline has continued to work in painting and new media, exploring narratives around place and personal history.

Cline has participated in multiple group exhibitions, with solo exhibitions at the Robert McLaughlin Gallery (Oshawa, ON), the Mendel Art Gallery (Saskatoon, SK), and regional exhibition centers throughout Saskatchewan. She has also participated in a series of artist residences in Saskatchewan; and conducted workshops and lectures on a variety of topics throughout North America.

Visual Arts

Grade 7-8

April 18  
m Broadcast

### Curriculum Aims & Goals

#### Creative/Productive:

Students will create a personal Blockprint design and apply it to a reclaimed fabric square. These squares can then be developed into a banner or quilt.

#### Critical/Responsive:

Students will learn about the history of printmaking and textile design.

#### Cultural/Historical:

Students will examine the use of printmaking as a form of personal expression through the creation of a collaborative artwork. Students will also consider the activity of production, producing clothing in the context of recycling old clothing into a useful and unique object.

## Pre-Broadcast Preparation

Watch the We Inspire Change Video- 'Visit to a Sewing Studio'-  
<http://www.weday.com/we-act/living-me-to-we/?catid=living-me-to-we&slg=sewing-studio>

Ask your students to go through their clothing and pick out some old jeans to recycle as part of your classes art project. Cotton clothing such as jeans make a good working surface.

## Broadcast Program (30 min)

Artist Bio- Printmaking and personal imagery.

- Artist Demonstration 1 --Creating personal imagery- symbols and logos.
- Multi-media Presentation – History of Printmaking and textile printing
- Demonstration 2 – Creating a block for print-making
- Bringing it all together- Assembling your project.

## Curriculum Outcomes: <http://www.curriculum.gov.sk.ca>

### **Creative/Productive:**

CP7.10 Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).

CP7.12 Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media.

CP8.10 Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).

CP8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues.

### **Critical/Responsive:**

CR7.2 Investigate and identify ways that the arts can communicate a sense of place.

CR8.1 Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions.

### **Cultural/Historical:**

CH7.3 Investigate and identify a variety of factors that influence artists, their work, and careers.

CH8.1 Research and share insights about arts expressions that incorporate social commentary.

Refer to renewed Arts Education curriculum documents for further information on outcomes and assessment.

## Teacher Guided Hands-On Activity (2-4 hours)

### Teacher Preparation:

Consider the end product for the project. You may want to sew the squares into a banner or quilt. This item could be raffled off as part of a We Day activity or donated to a local family or charity. Depending on your intention you may wish to consider buying fabric printing ink (waterproof). Have your students use their own old denim clothing and then with help machine stitch together into a banner or quilt (you may have a local quilting group or parents who could help with this part of the project). The key concepts in the project are: the history of printmaking in clothing manufacturing, the waste generated by the contemporary clothing industry, and art as a form of social action.

### Activity:

1. Working with your classroom start with a discussion about the intended use of the collaborative artwork that you are creating- will it be a banner representing a specific idea or cause OR will it be made into a quilt for raffle or gifting. Once you have determined the purpose of the quilt (you may want to make this decision for your students) move on to a discussion about imagery.

2. Working as a group, students should create a list of possible themes for the banner or quilt (consider the different curriculum outcomes for each grade level).

Brainstorm a list of topics that students are interested in. Have them think about what is important to their lives and the lives of the people in their community.

Once they have picked their topic have them brainstorm a list of possible imagery. The image could be literal or abstract. There could be a common theme with a wide variety of imagery or a very specific theme.

Students should think about the final product- how could their personal images work together? If they are creating a piece for raffle or gifting how universal are the images?

### Materials:

Each student will need a piece of reclaimed material to print on (approx.. 8"x 8"). These can be made from old jeans or other denim clothing.

#### **LINO HANDLE/CUTTER SET**

available through HBI Office plus Regina SK.

<https://store.hbiop.com/sagro/storefront/store.php?mode=browsecategory&category=1342> OR

Art Placement Inc. in Saskatoon

[http://www.artplacement.com/artstore/products.php?content=speedball\\_products](http://www.artplacement.com/artstore/products.php?content=speedball_products)

#### **Speedball Speedy-Cut Carving**

**Blocks** available through local art stores or

<http://www.dickblick.com/products/speedball-speedy-cut-carving-blocks/>

**Block printing Fabric Inks-** in black and white

**Bayer or Roller-** for applying ink to the block available in several sizes (I would recommend 6"). If several rollers are purchased they can be used for specific colours. Also available at most local art stores

For quilting: a thin batting in appropriate size and a large piece of cloth to create quilt back (this could be a recycled flannel sheet).

You will also need a quilting needle with large eye and yarn or coarse embroidery thread for tying off your quilt.

You will also need access to a sewing machine to sew your squares together. For a banner you may wish to have student tack the squares together by hand.

Some possible themes-

Their environment-each student could create a plant or animal image from your area.

Child Labour- students could pick tools that represent different forms of child labour.

Poverty- Students could research different images used on Currency around the world and integrate these images into their design.

3. Once the class has completed this brainstorming individual students should start to think about their personal design. Remind them to think about simplified shape or form, abstraction and bold design (refer back to broadcast).

4. Have each student create an outline of his/her **Speedball Speedy---Cut Carving Block** (i.e., printing plate) onto several pieces of paper by tracing a line around the outside of the block. This will create paper "templates" the same size as the block in which students will create their designs. They should start to develop their designs inside this square space in pencil. Refer to the LIVE Arts website for a guide to creating a logo.

[www.liveartsaskatchewan.com](http://www.liveartsaskatchewan.com)

5. Working with a thick marker, have students create their designs within the outline on the paper template. Note: the thick line will help the students keep the design simple and also allow for block/plate integrity --- enough line to support the roller and transfer well to the paper.

6. After students have created their designs, have them go over the patterns with a thick black marker. Students may need to adjust details in the design to accommodate the thicker line.

7. After creating a paper outline the same size as the block (printing plate) use a black marker to fill in the black pattern.

8. Now the pattern needs to be mirrored to create the image (i.e., the print will come off the block plate as a mirror of the applied pattern). A simple trick to create a mirror image is to use the black marker on thin paper, then flip it over and fill in the image using the shadow of the marker through the paper.

9. Transfer the pattern onto the carving block. Use a soft pencil or graphite to transfer the image by rubbing the 'back' (remember this was originally the front) of the pattern with a thick coat of the graphite. Tape the pattern with the graphite face down onto the block plate. Now use a pen and trace over the edges of the pattern. This will leave a graphite line on the plate to work from.

10. Start by cutting alongside the edge of the image on the plate with an exacto knife or the edge of the exacto gouge. When using the gouge remind students to always cut away from themselves. Push pins in a board can be used to hold the block plate in place or use a board with a wooden edge to brace the plate against. Note: Teachers may wish to make several cutting boards for the classroom. The boards can be simply made with a small piece of plywood approximately 12" x 16". A strip of wood is run on the bottom of one edge and then another strip on the top of the opposite side. This gives students something to brace their plate on. The bottom edge is placed against the side of a desk or table, and the block or plate is put against the upper edge.

## 11. Inking Up the Image

- Inking the plate. The inks are applied to the block plate using a 'Brayer' (i.e., a small hard rubber roller).
- Immediately after applying the ink the Block should be stamped onto the 8" Denim square, pick black or white ink based on the dark or lightness of the Denim piece
- Depending on the size of the block the student may want to apply it several times in a pattern on their denim square
- If using fabric block-printing ink follow the directions for setting the ink in the fabric

## 12. Assembling the squares. There are several options for assembling your squares:

Creative assembly for banner style: Have students use different colours of embroidery thread to hand tie the squares together (overlap squares by 1" and tie off at corners and in the center of the square). Use staples and overlap squares and tack with staples. Use found wire, string or other material to bind squares together (this material could reflect your theme).

Quilting your squares. I highly recommend that you connect with an experienced quilter to help you and your students properly quilt the denim squares.

For a quick tutorial on creating a tied off quilt check out:

<http://www.youtube.com/watch?v=YK20gl3Amvo>