

### Silk Screen Printing – Part 2 *Art Track 2*

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<b>SUMMARY:</b>	This session builds on the previous session when participants create a frame for screen printing. In this session, participants will practice printing with cut paper templates. - <i>Submitted by Daniel Abramson</i>
<b>TOPIC(S):</b>	Visual Arts, Community Building
<b>LEARNING OBJECTIVE:</b>	Participants will: <ul style="list-style-type: none"> <li>• learn how to make cut paper templates for printing</li> <li>• learn how to print using a silk screen</li> <li>• practice using screen drawing and filling fluids to design images for screen printing</li> </ul>
<b>AUDIENCE:</b>	Older campers (15-20 participants)
<b>TIMING:</b>	90 minutes
<b>MATERIALS NEEDED:</b>	Prepared Silk Screen Frames Construction Paper X-acto Knives Paper Screen Printing Ink Screen Drawing Fluid Screen Filling Fluid
<b>SET-UP DETAILS:</b>	Ideally, this session would be done in an arts and crafts space at camp.

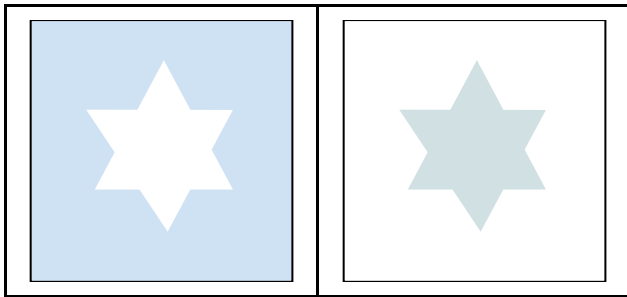
#### SESSION TIMELINE & OUTLINE:

- 10 minutes - Re-visiting the generative question introduced in session #1
- 10 minutes: Discussing Today's Question
- 30 minutes: Making Papercut Prints
- 30 minutes: Washing and drying the screens and transferring images
- 5 minutes: Returning to the generative question:
- 5 minutes: Sharing thoughts

10 minutes - Re-visiting the generative question introduced in session #1:

**Are inclusive communities built by celebrating commonalities or by celebrating differences?**

Facilitator models how to make an image on paper and demonstrates how to cut it into 2 pieces, and then creates 2 prints from the pieces. The focus in this process should be on the technical directions. Once the print is made, then the facilitator can refer to the finished prints and the Jewish text to build the educational context. *The prints themselves are meant to be an analogy to help explore the generative text. We are making two very different prints from the same template and material, kind of like how very different humans are created with the same mold:*



the first print is made from the negative space of a papercut template

the second print is made from the positive space of a papercut template

ולהגיד גדולתו של הקדוש ברוך הוא, שאדם טובע כמה מטבעות בחותם אחד וכולן דומין זה לזה, ומלך מלכי המלכים הקדוש ברוך הוא טבע כל אדם בחותמו של אדם הראשון ואין אחד מהן דומה לחבירו.

To tell of the greatness of the Holy One, Blessed be He, that man stamps many coins with one seal, and each is like the other, but the King, King of Kings, the Holy One, Blessed be He, stamps every person with the seal of Adam and not one of them is like their fellow.

-Mishna Sanhedrin Chapter 4

10 minutes: Discussing Today's Question

Thinking about these images and our Hebrew text, participants will discuss today's question:

**What is more important for a community, similarities or differences?**

Participants will stand on a tape line to represent their position on the question. Participants explain why they chose their position and after hearing the ideas of others, are able to change their position if desired.

30 minutes: Making Papercut Prints

Participants make their own paper templates and create one or two prints with them. Participants should be encouraged to explore making prints that are similar and prints that are different.

30 minutes: Washing and drying the screens and transferring images

Participants should wash their screens, draw images in their notebooks and transfer them onto the prepared screens

5 minutes: Returning to the generative question:

Participants should gather around all the prints created today and consider how the diversity of the artwork might inform a response to today's question. Remind participants of the generative text about people being created from one mould. Participants do a quick write in their notebooks for 5 minutes with any new insights about the question:

**What is more important for a community, similarities or differences?**

5 minutes: Sharing thoughts:

Participants share their response with each other in small groups or partners. Alternatively, participants may choose to share some of their responses from their notebook.

**ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:**

You can see a walkthrough of the stencil technique here:

<https://www.youtube.com/watch?v=ND1AUJhdUZc>