

CORNERSTONE 2022 RESOURCE

Silk Screen and Basic Print Making, *Art Track*

AUTHOR(S):	Daniel Abramson
SUMMARY:	In this track, you will learn how to make prints on fabric using a silk screen as a fun way of exploring creative self-expression. We'll start at the very beginning and learn how to transfer an image onto a silk screen, and then practice printing on t-shirt, pillow cases and other fabric items. Through this track, you'll see how to make modifications to the process all along the way that make silk screening accessible for budding artists of all ages and skills, and help to ensure that it is affordable for any summer camp art room budget. Lastly, we'll investigate how creative self-expression can be a great hands-on way to think about Rabbi Abraham Joshua Heschel's ideas about what it takes to be a "textperson" and a great teacher.
ABC GOALS:	<p>Affective: Participants will feel...</p> <ul style="list-style-type: none"> • Confident that they are "text people" at camp (In the Heschel sense of the word) • Excited to share new printmaking skills with others at camp • Inspired to explore and engage with Jewish texts <p>Behavior: Participants will be able to...</p> <ul style="list-style-type: none"> • Explain their own interpretation of what being a "Text person" at camp means • Confidently share their own "sacred" texts with others through the visual arts • Inspire others to use the visual arts for creative self-expression <p>Cognitive: Participants will know...</p> <ul style="list-style-type: none"> • How to create a silk screen or paper stencil for printmaking • Where to search for relevant and inspiring Jewish sources
AUDIENCE:	Cabin Group (12-15 participants). Best suited for campers 10 and older. Can be adapted for younger campers.
TIMING:	3 sessions, 90 minutes each
APPENDICES:	Materials list and sources for track Text Sheets Reference List with instructional books, and online resources

<p>MATERIALS NEEDED:</p>	<p>Brayers Printing Ink Plexiglass sheets or styrofoam plates for inking the brayers Media to print on including: Mixed Media Paper, Tshirts, or other fabrics for printing 9"x12" Wood frames or cross-stitch frames or Wood, nails, saws to build frames Silk Screen Fabric Staple guns Construction Paper X-acto craft knives Pencils</p>
<p>SET-UP DETAILS:</p>	<p>Art Room (or space with access to water, lots of table space, and appropriate for a messy activity)</p>

TRACK OUTLINE

This track is built around 3 key steps in the process of creating and printing an image using a silkscreen. If it works for your camps program and budget, you might consider using pre-fabricated silkscreen frames. The supplies are widely available online. Most of the costs are in the initial equipment, so once you have the required equipment you can do printing relatively inexpensively year after year.

In our first session, we'll explore the basics of printing and model ways that art can be a useful tool for talking about what is important to individuals, cabins and communities. We'll also spend some time building the frames that we will use to eventually make prints with.

In our second session, we'll explore the different ideas, messages, words and images that we hope to share with campers as their teachers, mentors, coaches, guides, and leaders. We'll practice different techniques to get these symbols onto the screens so that we can print multiple images.

In the last session, we'll make prints on paper, fabric, t-shirts and anything else that we can get our hands on and we'll spend some time learning together by looking at and discussing each other's artwork.

- Session 1 – Basics of printmaking
- Session 2 – Ideas and Images
- Session 3 – Gallery Walk

SESSION 1 MATERIALS

Materials: wood, screen fabric, staples, x-acto knives, construction paper, ink, squeegee

SESSION 1 TIMELINE

00:00 – 00:20 Welcome and Introductions
 00:20 – 00:25 Review plan and goals for the track
 00:25 – 00:45
 00:45 – 01:00
 01:00 – 01:15

00:00 – 00:20 Welcome and Introductions

For any learning to be successful, it is important to prioritize relationships and build a sense of community.

Set up the space in a way that participants can all see each other and ask everyone to introduce themselves.

Facilitator Introduction

Facilitator introduces themselves, and outlines the goals and plan for each session in the track, to empower participants to see themselves as Textpeople and as powerful Jewish educators.

- Dashboard: How confident are you in your ability to be a powerful force of positive growth for others? 1- not at all, 2-just a little, 3 mostly confident, 4- confident

In the first session we'll think about what it means to be a textperson and learn how to use a silk screen to make prints. In the second session we'll consider the lessons we want to teach and learn how to put images onto screens. In the final session we'll print on materials and think about the ways that we will bring our lessons to campers.

Participant Introductions:

Ask participants to share their name, pronouns, and ask them to complete the following prompt, "This track will be a strong support to my work at camp if....." Note participant responses.

00:20 – 00:30 Presenting text for the track – To discuss in small groups

Post a flipchart papers in the room.

Poster 1

אמר רבי סימון אין לה קל עשב ונעשב, שאין לו מזל ברקיע שמכה אותו, ואומר לו גדל

Amar Rabbi Shimon ein lecha kol esev v esev, sh'ein lo mazel birkiah smika oto, v'omar lo g'dal

There is no blade of grass that doesn't have an omen in the heavens that strikes it and tells it to grow.

(Midrash Rabba, Bereshit 10:6)

Who were the people who whispered to you?

Who will you be whispering to this summer?

Direct participants' attention to the two posters with text and questions. Divide participants into groups of 3. Have participants read the texts together and share their answers with each other.

Making a Construction Paper Prints 30 minutes

Distribute construction paper, pencils, and x-acto blades

Ask participants, "**What is the most powerful lesson that can be learned at camp?**" (the Making Mentches Periodic Table can be used as a resource)

Criteria to consider

A powerful lesson is one that:

-helps to foster a positive growth

**-can be strongly connected to Jewish thought
-that can be learned/experience/lived in the camp environment (Tzedakah could be hard to teach at camp)**

Facilitator models how to make a construction paper stencil

Words should be written as block letters. Carefully cut the letters out of the paper trying to leave the background intact. (Provide lettering stencils if it is helpful)..

Participants make their own paper stencil of the one word or simple image that represents their answer. Once participants have made their stencils, the facilitator models how to make prints with the stencil. Participants should be encouraged to explore making prints that are similar and prints that are different.

30 minutes: Washing and drying the screens and drafting images

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

SESSION 2 TIMELINE

00:00 – 00:20 Ranking the most powerful lesson you can teach at camp?

00:20 – 00:25

00:25 – 00:45

00:45 – 01:00

01:00 – 01:15

01:15 – 01:30

Last session we considered what the most important lessons that can be learned at camp.

Today we are going to try to drill down to think about what it means to be a teacher, or a textperson.

Abraham Joshua Heschel suggested that:

Everything depends on the person who stands in front of the classroom. The teacher is not an automatic fountain from which intellectual beverages may be obtained. The teacher is either a witness or a stranger. To guide a pupil into the promised land, the teacher must have been there themselves. When asking themselves: Do I stand for what I teach? Do I believe what I say?, the teacher must be able to answer in the affirmative. What we need more than anything else is not textbooks, but textpeople. It is the personality of the teacher which is the text that the pupils read: the text that they will never forget. [Edited for gender neutrality]

1. According to Heschel, what are the most effective means of education?
2. If we read this through a lens of camp, who is the ideal teacher? What do they do? What don't they do?

Being Text People

Art Skill – Learning how to do an image transfer onto a screen. Positive space, negative space. Use screen drawing fluid, stencils, and maybe photo emulsion.

Concept – How can we use visual arts to communicate messages? Pink Shirt Days, T-shirt slogans, Coat of Many Colours. To what extent does what we put on communicate about who we are? What is the message that you want to communicate as a textperson at camp?



CORNERSTONE 2022 RESOURCE

What is the oral Torah of camp that is being transmitted by putting images or words on paper

Material: Screen Drawing Fluid, Screen Filling Fluid, stencils, text sheets.

Example of a multi-session experience:

- 00:00-00:05 - Introductions, setting group norms
- 00:05-00:15 - Gallery Walk
- 00:15-00:30 - Group Discussion

SESSION 3 TIMELINE

Art skill – making prints onto textiles (or paper)

Concept – how do we show our work to each other? “Gallery walk” presentations and reflections to understand each others work. How might wearing/showing our work help us feel like “textpeople”? What are the limitations of this strategy?

Communal experience – what is it like when you create/wear many of. The same image. Balance between what you are communicating and what people are hearing?

Materials: Fabrics, Tshirts, Ink, Squeegee, Paper

Example of a multi-session experience:

- 00:00-00:05 - Introductions, setting group norms
- 00:05-00:15 - Gallery Walk
- 00:15-00:30 - Group Discussion

BRINGING IT TO YOUR CAMP:

[Use this space to recommend possible adaptations, modifications, creative twists, or other suggestions. Please be sure to replace the example]

Example:

- At my camp we do not have specialist counselors, so we would be responsible for this session in bunk as there is no one person focused on Israeli dance - if you have someone who focuses on this at your camp, you could share this specifically with them to run!