T Shirt Silkscreen Printmaking Project (Screen Filler Positive)

A T-shirt design is made up of two major components:

“the copy” (the written information) and “artwork” (the compositional design and images used).

Emphasis of this project will be on the following subjects:

- Composition and Layout design
- Imagery & Typography elements
- Creativity & Originality
- Adherence to a particular chosen theme

**STEP ONE: CHOOSE** one theme for your original colour T shirt image design.

**STEP TWO: BRAINSTORM** possible imagery and subject matter for your original colour T shirt image design.

**CONSIDER:** Colour, Shape and variety of imagery & typography elements.

**STEP THREE: DRAW 3** conceptual sketches of possible themes based on your chosen theme. **CONSIDER:** layout imagery and typographic elements.

**STEP FOUR: GET APPROVAL** from the teacher on one of your designs and then **CREATE** your own original T shirt.

**STEP FIVE: TRACE** your image onto the silkscreen lightly with a pencil.

**STEP SIX: LIFT** the silkscreen OFF TABLE and **PAINT** with the **Drawing Fluid** the negative sections of your image.

**STEP SEVEN:** Once the **Drawing Fluid** is dry, **TAPE** off the edges of your silkscreen and then **SQUEEGY** on the **Screen Filler** (well stirred) on **BACKSIDE** of silkscreen. Allow to dry in horizontal position.

**STEP EIGHT:** Once dry pour **COLD** water **ONLY** on both sides of the screen, and spray out areas were the **Drawing Fluid** was poured (your negative image)

**STEP NINE:** Allow your silkscreen frame to dry

**STEP TEN: PRINT** your image with textile ink and **SQUEEGY** onto your T shirt.

**STEP ELEVEN: WASH** your silkscreen by applying Screen Cleaner and use **HOT** water, scrub gently to ensure you do not damage the silkscreen.

**STEP TWELVE: REFLECT** by answering the following questions with your completed work:

1) What aspect of your finished work do find most successful and why?
2) What aspect of your finished work do find least successful and why?
3) If you had to do this project again, what would you do differently and why?

**Screen Filler Positive method**
https://www.youtube.com/watch?v=7TuU9Mio1PI
<table>
<thead>
<tr>
<th>Achievement Criteria</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking/Inquiry Concept &amp; Meaning: Silkscreen T Shirt Design Print</strong></td>
<td>Work does not meet Assignment expectations for this category of assessment. Incomplete. 0</td>
<td>Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student’s grade level. 0.25</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level. 0.25 – 0.50</td>
<td>Concept is clear and valid. Meaning or ideas conveyed are on par with student’s grade level. 0.50 - 0.75</td>
<td>Concept is clear and strong. Meaning or ideas conveyed are above expectations for student’s grade level. 1</td>
</tr>
<tr>
<td><strong>Knowledge/Understanding Design Process: Develop and apply a variety of approaches to communicate ideas and solve problems: 3 Conceptual Sketches</strong></td>
<td>Work does not meet Assignment expectations for this category of assessment. Incomplete. 0</td>
<td>Limited demonstration of understanding the design process. 1</td>
<td>Some demonstration of understanding the design process. 2</td>
<td>Considerable demonstration of understanding the design process. 3-4</td>
<td>Superior demonstration of understanding the design process. 5</td>
</tr>
<tr>
<td><strong>Research &amp; Reflection Questions</strong></td>
<td>Work fails to meet assignment expectations. 0</td>
<td>Limited demonstration of understanding the elements &amp; principles of design while composing work. 0.5</td>
<td>Some demonstration of understanding the elements &amp; principles of design while composing work. 0.5-1.0</td>
<td>Considerable demonstration of understanding the elements &amp; principles of design while composing work. 1.0-1.75</td>
<td>Superior demonstration of understanding the elements &amp; principles of design while composing work. 2</td>
</tr>
<tr>
<td><strong>Application/Creation Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts.</strong></td>
<td>Work fails to meet assignment expectations. 0</td>
<td>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or nonexistent. (0.5)</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantive &amp; shows some alternative ideas. (0.5-1)</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking is evident. (1-1.5) 1-1.75</td>
<td>Preliminary sketches are thorough and complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (2)</td>
</tr>
<tr>
<td><strong>Preliminary Sketches (3)</strong></td>
<td>Work fails to meet assignment expectations. 0</td>
<td>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5</td>
<td>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8</td>
<td>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10</td>
</tr>
<tr>
<td><strong>Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up</strong></td>
<td>Work fails to meet assignment expectations. 0</td>
<td>Student demonstrates limited use of the e &amp; ps of design to produce an art work of limited effectiveness. 1</td>
<td>Student demonstrates some use of the e &amp; ps of design to produce an art work of some effectiveness. 2-3</td>
<td>Student demonstrates considerable use of the e &amp; ps of sculpture to produce an art work of considerable effectiveness. 3-4</td>
<td>Student demonstrates a high degree of using the e &amp; ps of design to produce a highly effective art work. 5</td>
</tr>
<tr>
<td><strong>Uses elements &amp; principles of design to produce an effective artwork: Imagery &amp; Typography elements</strong></td>
<td>Complete. 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication Clarity of concept: T Shirt Silkscreen Design Print &amp; Chosen Theme</strong></td>
<td>Work does not meet assignment expectation s for this category of assessment. Incomplete. 0</td>
<td>Work demonstrates a limited degree of clarity in concept. 0.25</td>
<td>Work demonstrates some degree of clarity in concept. 0.25 – 0.50</td>
<td>Work demonstrates considerable degree of clarity in concept. 0.50 - 0.75</td>
<td>Work demonstrates a high degree of clarity in concept. 1</td>
</tr>
</tbody>
</table>

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively; A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., use research, synectic charts, and/or a class brainstorming session to generate a variety of creative ideas; reflect on the suitability of the ideas and choose one to serve as the basis for their plan; use notes and/or thumbnail sketches to develop their plans; revise their plans on the basis of peer- and self-assessment)
A1.2 use exploration/experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, and printmaking (e.g., explore a variety of materials and/or techniques; reflect on the input of their peers; refine their art work on the basis of useful feedback)

A1.3 document their use of the creative process in a portfolio (e.g., include thumbnail sketches of ideas and/or plans, notes on or examples of the results of experiments with different media or techniques, and copies of their preliminary and final work to show evidence of revision and artistic growth), and refer to this portfolio to reflect on how effectively they have used the creative process

A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 explore elements and principles of design, and apply them to create art works that express personal feelings and/or communicate emotions to an audience (e.g., explore the use of colour, texture, and/or space to express specific emotions)

A2.2 apply elements and principles of design to create art works that communicate ideas and information

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

A3.1 explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.1 use appropriate terminology when identifying and describing the use of elements and principles of design in their own art works and the works of others

B1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conté, frottage, markers, painting techniques, pencil techniques, relief, stencil)

B1.3 identify the stages of the creative process and the critical analysis process using appropriate terminology

C1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

C1.1 use appropriate terminology when identifying and describing the use of elements and principles of design in their own art works and the works of others

C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conté, frottage, markers, painting techniques, pencil techniques, relief, stencil)

C1.3 identify the stages of the creative process and the critical analysis process using appropriate terminology

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C2.1 demonstrate an understanding of some techniques that artists use to achieve specific effects (e.g., the use of cross-hatching to create a feeling of depth and dimension; the use, in watercolour painting, of a transparent wash of colour to create the effect of light coming through the composition)

C2.2 demonstrate an understanding of some of the conventions used in visual art works (e.g., the use of metaphor, similes, symbols, synectics to create a specific effect or to communicate an idea; the use of conventions associated with narrative art)

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

C3.2 demonstrate safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts (e.g., identify hazardous materials and adopt appropriate precautions and/or protective measures when using them; demonstrate respect for property, including classroom facilities, tools, equipment, and technological devices