

Rainy Day — Monotype Print

Trend task

Approach: Independent

Time: 30 minutes

Level: Year 4 and year 8

Focus: Students can create and depict an expressive image appropriate to a defined context (rainy day) and a demonstrated print making process.

Resources: Demonstration video; per student: polythene protective cover sheet; paper towels; 4 sheets of newsprint paper; blue greasy crayon; HB pencil; card plate; brayer; tube of red ink; lino inking plate.

Questions/instructions:

In this activity you are going to be using a picture-making process called “Monotype Printing.” We will watch a video which will show you how to make a “Monotype” picture. Look carefully, and listen carefully, so that you will know how to do it.



Play video.

Your picture is to be about “Walking with an umbrella on a wet and windy day”. Think about what it would be like, struggling along in the strong, gusty, blustery wind on a wet, rainy day: think about clothes flapping, the person’s hair, their footwear, and how they will be holding the umbrella in the wind. Try to draw your picture so that it really shows what it would be like to be walking along in that strong, gusty wind holding up an umbrella. Think about what the person’s body position will be like. Will it be pushing and leaning into the wind, or will it be quite upright?

You have about 20 minutes to do this activity.

I will let you know when you have used up half of your time. You can make more than one print if you have enough time. You may start now.

When half the time is up:

We have used up half of our time. There are 10 minutes left for making your pictures. See how much more you can get done in that time.

When time is up:

We have to finish now, because time is up. Tidy up the things on your table, then sit down and look at your picture.

Ask the student to select their preferred print.

Global Ratings: Monotype Print



Key attributes:		mean score	
		1999 ('95)	1999 ('95)
	(0 low - 3 high)	year 4	year 8
expressiveness:		1.0(1.0)	1.4(1.6)
image effectively tells a story appropriate to the task; conveys movement; imagination			
composition:		1.0(1.0)	1.3(1.4)
arrangement of objects in space, balance and depth, relationship of figure and pose to setting			
detail:		0.8(0.8)	1.1(1.1)
finer features included; appropriate use of tonal marking, texture, pattern			
use of media:		0.8(0.8)	1.1(1.2)
technical control of process; exploiting a range of mark making			
Global rating:	(0 low - 5 high)	1.5(1.5)	2.0(2.3)

Commentary:

In this trend task, the work produced by students in 1999 was compared with a carefully selected sample of the work produced by students in 1995. Both sets of work were marked by the same team of teacher markers. At year 4, the results of analytic marking of key attributes show no difference from 1995 to 1999. At year 8, marks show very small declines on three of the four attributes, and on the mean global rating. The distribution of global ratings on the 6 point scale show little difference from 1995 to 1999 at year 4, whereas at year 8 fewer students scored at the higher end of the scale in 1999.

MID-RANGE EXEMPLARS



In keeping with the narrative, this figure strains against the rain with flapping coat and bent legs. Interestingly, the umbrella retains a sedate vertical alignment! The majority of the space of the print is given over to randomised rain gestures and there is little attempt to develop detail or refine the figure. Although there are three kinds of mark making used, the fine lines on the figure are almost lost in relation to the heavy border and similar marks in the rain. Pressure of the mark making tools has been explored but not used very extensively for varied effects.



Finger prints and bold crayon marks have successfully been employed to produce this happy family group with umbrellas. The impact of bad weather is not reflected in the figures' posture or clothing, with the possible exception of gumboots. There is little differentiation between the figures. The picture has been elaborated by repeating a symbolic figure rather than developing the context of the story. There is evidence of control of the media to produce a crisp bold image.



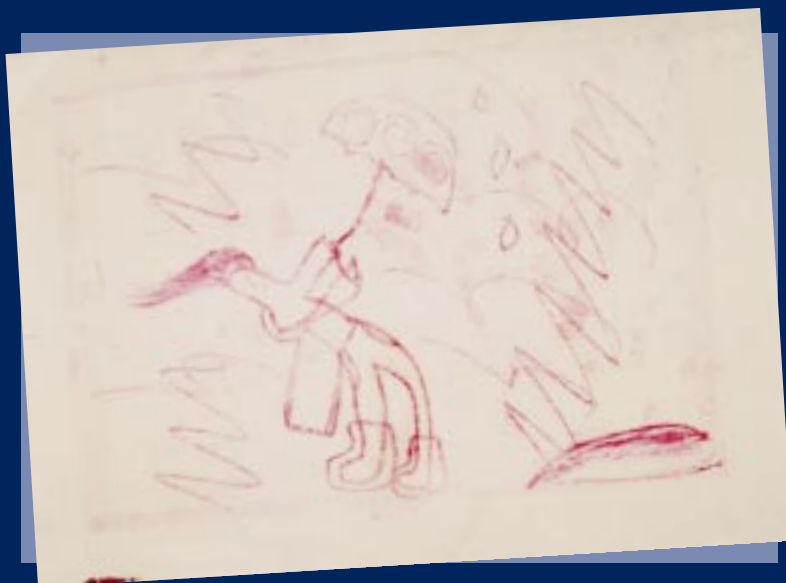
A smiling figure walks sedately forward while his hair blows vertically and umbrella inverts in response to swirling up-drafts. The context is explored with guttering, drains, footpaths and an adjoining building. Heavy rain textures create an evenly spaced diagonal pattern. A weakness in the handling of the media is that all marks are given equal emphasis and produced with heavy pressure from a crayon. The drawing becomes lost in detailed patterning with insufficient contrast to provide dramatic focus. There is considerable thought in the selection of schema and textures appropriate to the narrative.



This is an immaculately produced print with one main type of crisp line and contrasting heavy border. The print includes all the elements of the narrative without the drama. By selecting schema carefully aligned to the vertical or horizontal, there is no feeling of movement possible. The symmetry of frontal organisation makes the static quality even more emphatic. The more random graphic effects of print-making have been avoided possibly because they felt messy. The student is in control of the media, although the potential of the process is not fully explored.

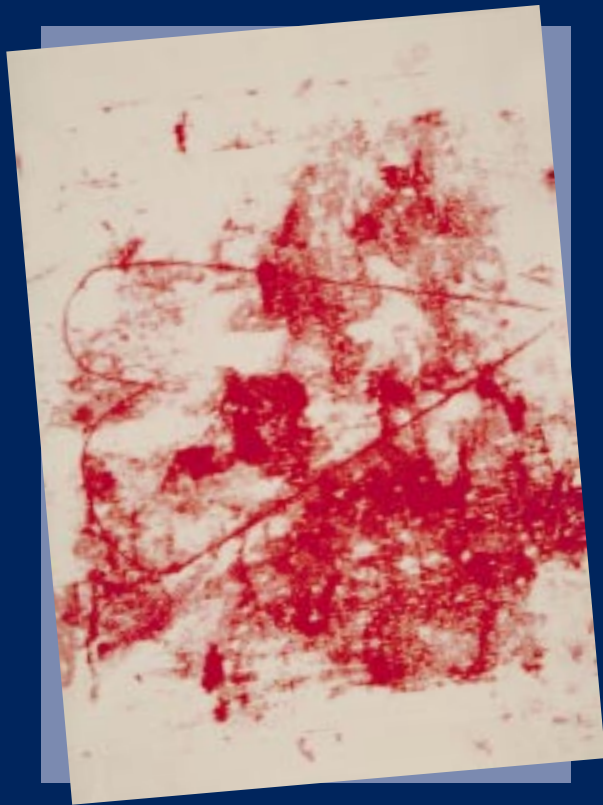


Huddled rain-coated figures shelter under a shared umbrella. The figures are differentiated from each other. The rain pelts in strongly contrasting gestures that do not compete with the crisp line of the umbrella and figures. The strong central organisation prevents further exploration of the context or establishing drama or direction. There is little attempt to elaborate the narrative or forms.



Hair blows, the figure bends, while rooted to the ground dressed in x-ray gumboots. The rain falls in three well-formed vertical droplets while an umbrella tugs in yet another direction. The variety of directions tends to create a charming interest at the expense of a coherent narrative, as if each part of the drawing has its own independent world. There is a variety of mark-making for both pattern and form which shows control and exploration of the media.

LOW RANGE EXEMPLARS



HIGH RANGE EXEMPLARS

