

# CHARACTER DESIGN AND TILE MAKING

**GRADES:** 9-11

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**SUBJECTS:** Interdisciplinary: Art, History and English

**TIME REQUIRED:** Four to five class periods

## OBJECTIVES:

1. Observe and analyze Korea's art forms.
2. Recognize the impact of Korea's printing culture on world history.
3. Apply concepts of design to create a symbol or character that represents the self and translate two dimensional drawing into a three dimensional platercine mold.
4. Experiment with plastering clay to build the skills to create a platercine mold for the plaster cast.
5. Explore and experiment with the techniques of printmaking to gain confidence.
6. Create clean, final prints.
7. Follow directions in the use of classroom tools to generate a work of art.

## MATERIALS REQUIRED:

- Prepared examples of the mold-making and printing processes (to be completed by teacher beforehand)
- Visual models from the internet: *Chikchii*, metal and block printing, Ch'öngju Museum, Haeinsa's Changkyöng P'anjön
- Sketchbooks, pencils, carving tools
- One piece of cardboard/oak tag to act as a base for each student
- Plaster and plastering clay
- Simple Green for breaking oil of platercine
- Block printing ink, ink pads
- Newsprint, rice paper (or other fine printing paper)
- Cotton and rubber bands to create stamps
- Sponges, towels, two large buckets
- Paper towels, newspapers, water bottles, plastic cups

## PROCEDURE:

1. Introduce students to the historical significance of the invention of moveable metal-type. This will work best if presented in collaboration with a history teacher.
2. Introduce students to Korea's early printing heritage. How did Korea's discoveries and innovations in printing affect Korean history? World History?
3. Show images from Ch'öngju's Early Printing Museum and of the *Paegun hwasang ch'orok pulcho chikchi simch'e yojöl*. Discuss how printing allows for the mass production of printed materials.
4. Introduce UNSECO and its inclusion of the *Chikchi* in the Memory of the World program.

5. Discuss the Korean written language, hangul, designed by King Sejong. How did the creation of hangul and the spread of *Hunminjeongeum* impact Korean history? In education and literacy? This tidbit of info can help students understand the importance and power of art and design. How are a culture's educational values reflected here?
6. Students are to create a design. Look at examples from other cultures and the art world, and ask students where they notice symbols. What might these symbols mean? How can line and shape express an idea or message? What might such messages mean? What symbols can we relate to? Brainstorm symbols and characters. Where do we see characters and symbols? How does the design relate to the idea behind it? Show examples. Students' characters or symbols should represent themselves in their sketchbook.
7. Demonstrate the mold-making process with an art teacher. Discuss both the artistic and functional aspects of mold-making. Demonstrate the steps of mold-making with prepared samples. Show a video from the internet to support the lecture.
8. Bring students back together as a group and discuss the characteristics of plastering clay. Explain how it will not harden and is thus easy to mold and carve. Demonstrate how to begin creating plastering mold. Have students follow along as you demonstrate certain techniques. Each artist should have a small sample of the clay and be allowed some free time to experiment and play with the materials before beginning to sculpt.
9. After approval of each student's design, hand out prepared plastering to each student. Roll out slab to 1" thick squares with uniformity among the artist (all casts in the *Chikchi* printing process were uniform). Roll out tube of clay that can be used to build a wall around relief sculpture. Insure that there are no holes and the clay is secure.
10. Have students carve out a design/character. Demonstrate how to smooth out edges and close seams. Students should work on cardboard with name and class clearly written on edge.
11. Teacher should demonstrate and discuss the use of plaster. Rules of preparation and clean up should be clearly understood and strictly enforced. After placing the sculpture where it will be allowed to stay and dry, each student should pour plaster to fill the mold. Allow to dry overnight.
12. Each student should clear out the plastering and clean off the mold.
13. Demonstrate the printing process and discuss proper techniques and terminology. Explain that the paper should be gently placed over the mold.
14. Spray the paper, and begin to print the design/symbol on the paper. Use thin paper such as newsprint for practice. Move onto finer quality paper, such as rice paper.
15. Mount final prints on black construction paper.
16. Each student should write a personal reflection on his or her choice of the symbol/design, explaining his or her motivation. What message or characteristic of the self is represented in the art piece?
17. Exhibit students' art work in the library with plaster molds on display along side the prints. Students should type out proper labels, emphasizing strong titles for their artworks.

## **EVALUATION:**

Students will be assessed on their ability to:

- Express themselves through a design/symbol

- Translate two-dimensional designs into three dimensional sculptures
- Follow directions and procedures for plaster mold-making, use of tools and creative expression of the self
- Create a final art piece, including mounting, hanging and labeling
- Reflect on the creative process through written work and class discussions

### **ENRICHMENT:**

Students can write a reflection about how their symbols/designs represent themselves. Discuss creative writing possibilities with an English language arts teacher.

Students can trade out molds and prints for others, and can create larger images/messages by understanding the meaning behind their classmates' symbols.

### **RESOURCES:**

Ch'öngju Early Printing Museum's Website

<http://www.jikjiworld.net/content/english/jikji/main.jsp>

Handmade Paper

<http://www.art-rageous.net/HandmadePaper-LP.html>

Lee, Gil-sang, Ph.D. *Exploring Korean History through World Heritage*. Gyeonggi-do: The Academy of Korean Studies, 2006.

Mold Making Instructions: How to Make a Mold for Plaster Casting

<http://www.artyness.co.uk/mold-making.html>