



Title: Fish Linocuts

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Date Created: June 19, 2025

Recommended Grade Level(s): High School (9th-12th)

Topic(s) (Tags):

Examples of Topics from A2R WebPage: M.C. Escher, linocut, lino printing, linoleum, gouge or knife, carve, brayer, ink, print, impression, print, relief print, texture, negative space, positive space, under the sea, ocean, fish

Objective:

Students will learn about the art and artist M.C. Escher in small groups and share out information to the whole class. Students will select an ocean fish to draw and recreate in a linocut. The students will understand, describe, and identify all steps to lino cutting and creating a lino print. Students will be able to critique and receive feedback on their artwork and revise and edit as needed.

Standard/Concept

Anchor Standard #2:
Organize and develop artistic ideas and work.

Anchor Standard #3:
Refine and complete artistic work.



Anchor Standard #5:
Develop and refine artistic work for presentation.

Anchor Standard #7:
Perceive and analyze artistic work.

Anchor Standard #9:
Apply criteria to evaluate artistic work.

Anchor Standard #10:
Synthesize and relate knowledge and personal experiences to make art.

Materials

- High-quality, 8X10 white paper (Free from Art to Remember)
- Student sketchbooks
- Pencil & eraser
- Chromebook computers or other personal computer device
- Pens
- Linoleum cut to size for printing
- Knife or gouge tool
- Linoleum safety block tool
- Brayer
- Printing ink
- Deli Paper
- Masking tape
- Wipes
- Optional: paper for writing art critiques and statements or chromebooks for digital statements
- Optional: paper cut to the size of the linoleum tile

Breakdown



Day	Direction
1-2	<p>The teacher will guide the students in a small and whole group discussion and presentation on the artist M.C. Escher and his linocut printwork.</p> <p>Students will work in their sketchbooks to sketch fish ideas for their linocut artwork. Students should come up with 3-4 sketches of different fish or the student can draw the same fish from different angles or perspectives.</p> <p>Fish to suggest if students are stuck on an idea: Clownfish, Lionfish, Angelfish, Seahorse, Swordfish, Jellyfish, Manta Ray, Pufferfish, Anglerfish</p>
3	<p>Students will measure out an area in their sketchbook the size of the linoleum tile or pre-cut papers will be provided for students to draw their final fish drawing on. This drawing will be a guide for students when they carve their fish into the tile. This drawing can be done in pencil or pen.</p> <p>Options for printing to be considered while sketching before drawing a final drawing: Students can print their fish once on their paper using a large linoleum tile for their fish that would take up the majority of the final papers. Students can also choose to print their fish 2-4 times on their paper using a smaller linoleum tile. Students will need to decide ahead of time during this class period what they want their printing composition to look like.</p>
4-6	<p>The students will draw their final drawing onto their linoleum tile using a pen. The students should use their guiding paper to determine size and proportion. When the drawing is on the tile the teacher will demonstrate how to carve into the lino tile and discuss safety concerns and hazards. Emphasis will be placed on the direction of carving and hand placement on the safety board and tile. The students will use a lino cutting safety board to carve their drawing into the linoleum tile.</p> <p>Optional: students may choose to use more than one linoleum tile to create multiple fish carvings. This will be determined by material availability and if the students have time to create multiple lino tiles.</p>
7-8	<p>The teacher will demonstrate how to set up a printing station at their workspace using deli paper and masking tape. Using a brayer and printing ink the teacher will demonstrate how to create an even layer of ink before rolling it on the linoleum tile. The teacher will pull</p>



	<p>multiple prints to demonstrate how to create a good print vs. a bad one. Students will create relief prints of their linoleum tile using the steps and procedures as modeled by the teacher. Students' final paper should have one large print on it or multiple prints covering the majority of the paper.</p>
9	<p>Optional: During the last class of the project students will have an art critique. During the art critique students will put their art out for student viewing. Students will view all the artwork in the class. When they are finished they will complete a short statement about their own artwork. This statement could be a complete artist statement, a few sentences describing their artistic process, or ways in which they completed the assignment that followed all guidelines. The students will also complete a statement about the artwork of another artist in the class following the same format as their own. This statement will be given to the other artist as feedback. As the teacher, make sure that students keep the statements positive and productive.</p>

Steps for the Lesson		
Step	Directions	Image
1	<p>The teacher will introduce the artist M.C. Escher to the students and guide them into small groups to research the artist and his linocut artwork.</p> <p>Criteria for research presentation:</p> <ul style="list-style-type: none"> • Students will share one fact about M.C. Escher's life • Students will share one fact about M.C. Escher's art style or process • Students will share their favorite piece of art that they found. The students should find the size, title, and date created of this piece and share what they found most interesting about this piece of art 	
2	<p>Students will research in small groups M.C. Escher, his life, art style, art process, and</p>	



	<p>artwork. The students will create a short, brief presentation to share out to the whole group on what they found interesting.</p>	
3	<p>Students will work in their sketchbooks drawing 3-4 fish ideas for the final print. The students should explore multiple fish ideas, however if they choose they can draw 1 fish from different angles or perspectives. Drawings should concentrate on fish only, the students should not add extra details to the backgrounds.</p>	
4	<p>When complete, students will share their sketchbook ideas with the teacher and have discussion on their best idea. When a final idea has been chosen the students will work on a paper cut to the size of their linoleum tile.</p> <p>Optional: students can measure out the size of this tile in their sketchbooks and complete the drawing in the sketchbook.</p>	



5	<p>Students will draw their final fish drawing on their linoleum tile using a pen. Students should include all detail to their fish in this drawing to best help them recreate all detail in their drawing when carving.</p>	
6	<p>Using the linoleum safety boards, carving tool, and following all safety procedures students will carve into their linoleum tile. The students will focus on creating deep cut lines to emphasize their details and work on creating texture in the fish and the background.</p>	
7	<p>When the linoleum tile is finished students will set up a printmaking work station following the teacher's setup demonstration. Students make practice on scrap paper printing their fish before they work on the final paper. The students will create 1-4 prints on their final paper of their fish linocut.</p>	



8	<p>Optional: Students will have an art critique and complete an artist statement or critique about their own artwork and the artwork of others.</p>	<p>Name _____ Class _____</p> <p>Art Critique</p> <p>Artist name: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Artist name: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Artist name: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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