### Printmaking

<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
</tr>
</tbody>
</table>

#### Concept

A. Other media

#### Learning Targets

1. 
   - Demonstrate one printmaking process that requires registering (e.g., reduction block, multiple block, serigraphy, etching)
   - Create a titled, numbered, signed edition
   - Learn how to use the tools and chemicals for printmaking in a safe manner
   - Identify the difference between a photograph and an illustration digitally altered image and be able to use the photograph as a visual reference

#### Alignments:

- CCSS: 11-12.RST.3; 11-12.RST.4; 11-12.RST.7; 11-12.RST.9
- Performance: 1.8, 2.3, 2.5, 3.4, 4.5, 4.7
- Knowledge: (FA) 1-3 (H/PE) 3,5
- VAGLE: PP.1.D (HS Levels 2,3)
- NETS: 3b; 6b
- DOK: 4
### Instructional Strategies

- The teacher will model appropriate use of tools and chemicals in a safe manner
- Produce prints using the following techniques:
  - Relief
  - Screen printing/serigraphy
- Watch a relief print techniques and safety video and complete accompanying worksheet
- Create an edition of prints
- Properly sign and label all prints in an edition
- Demonstrate correct and safe use of linoleum cutting tools
- Apply skills inherent to the craft to a variety of printmaking techniques
- Draw using a photograph visual reference

### Assessments/Evaluations

- Teacher created scoring guide
- Tests

Mastery: 85%

### Sample Assessment Questions

- Which way should you carve in relation to yourself and others?
- What is a print edition?
- How would you properly sign a finished print?
- When using the gouge, which direction should you be cutting to insure safe removal of linoleum from your block?
- What are some visual indicators that help you decide if you are looking at a photograph or illustration/digitally altered image?

### Instructional Resources/Tools

- Instructional:
  - packets
  - videos
Printmaking

**Literacy Connections**

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

**Cross Curricular Connections**

- Math
- Health (first aid)
- ELA
## Printmaking

<table>
<thead>
<tr>
<th>Strand</th>
<th><strong>Historical and Cultural Contexts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td><strong>Concept</strong></td>
</tr>
<tr>
<td><strong>Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>B. Historical period or culture</td>
<td>1. Learn the history of printmaking and artists associated with the craft</td>
</tr>
</tbody>
</table>

### Alignments:

- CCSS: 11-12.RH.2; 11-12.RH.4; 11-12.RST.2; 11-12.RST.9
- Performance: 1.9, 2.3, 2.4, 3.5
- Knowledge: (FA) 5 (SS) 6
- VAGLE: HCC.1.A (HS Level 3)
- NETS: N/A
- DOK: 2

### Instructional Strategies

- Describe the artist’s methods and work over time through artist worksheets
- The teacher will introduce a variety of famous printmakers and lead a discussion
- Explain an artist’s place in historical context through:
  - artist worksheets
  - the History of Printmaking packet
  - Identify the artist with corresponding prints

### Assessments/Evaluations

- Identify the artist with corresponding prints on exams
- Teacher created scoring guides
- Tests

Mastery: 85%
### Sample Assessment Questions

- What subject matter was Käthe Kollwitz best known for creating in her lithographs?

### Instructional Resources/Tools

- Instructional packets
- Artist worksheets

### Literacy Connections

- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- Social Studies: History
- ELA
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas Through Artwork</td>
</tr>
<tr>
<td>Concept</td>
<td>Learning Targets</td>
</tr>
<tr>
<td>C. Line</td>
<td>1. Identify and use lines to create their designs</td>
</tr>
<tr>
<td>Shape</td>
<td>• Differentiate between and use geometric and organic (freeform) shapes</td>
</tr>
<tr>
<td>Form</td>
<td>• Identify and use illusion of form: sphere, cube, cone, and cylinder</td>
</tr>
<tr>
<td>Texture</td>
<td>• Identify and use real, invented and simulated textures</td>
</tr>
<tr>
<td>Color</td>
<td>• Identify and use color theory including color value, and color schemes (analogous, monochromatic, and complementary)</td>
</tr>
<tr>
<td>Value</td>
<td>• Identify and use a range of values to create the illusion of simple forms (including highlights and cast shadows)</td>
</tr>
<tr>
<td>Space</td>
<td>• Identify and use positive and negative space in two-dimensional work</td>
</tr>
</tbody>
</table>

• Identify and use perspective techniques to create the illusion of space (one-point linear perspective, overlapping, and change of size, detail, placement, value contrast)
Instructional Strategies

- Introduce the art elements and principles to help students create and evaluate their work using the proper vocabulary
- The teacher will demonstrate:
  - through drawing, overlapping, and size between objects that are near and far to show the illusion of space in the:
    - Relief Print
    - Silhouette Screen Print projects
  - the proper line thickness for carving in the linoleum block to create:
    - texture
    - value
    - form
    in their prints
  - the way color can be used to show form and value in the Warhol Screen Print project to create a more interesting composition
- The teacher will show students how to see the shapes in photographs so that it can be transferred into a drawing more easily and accurately
- Students will learn to draw what they see and not what they think they see

Assessments/Evaluations

- Student and teacher critiques – written and oral with detailed usage of how each art element applies to their prints
- Scoring guides
- Tests
- Quizzes

Mastery: 85%
### Sample Assessment Questions

- **Line** – How did you use line in your relief print design?
- **Shape/form/value** – How did you use shape to help you add form and value to your Warhol screen prints?
- **Texture** – What is the difference between implied texture and actual texture?
- **Color** – How can you use color to create an overall mood of an artwork?
- **Space** – How did you create an illusion of depth in your silhouette screen print?

### Instructional Resources/Tools

- Instructional packets

### Literacy Connections

- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics

### Cross Curricular Connections

- **Math:** Geometry
- **Science:** Physics
- **ELA**