

# Printmaking

Strand	Product/Performance
Big Idea	Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>A. Other media</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>• Demonstrate one printmaking process that requires registering (e.g., reduction block, multiple block, serigraphy, etching)</li> <li>• Create a titled, numbered, signed edition</li> <li>• Learn how to use the tools and chemicals for printmaking in a safe manner</li> <li>• Identify the difference between a photograph and an illustration digitally altered image and be able to use the photograph as a visual reference</li> </ul> </li> </ol>
<p><b>Alignments:</b>  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</p>	

**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

**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

<b>Strand</b>	<b>Historical and Cultural Contexts</b>	
<b>Big Idea</b>	<b>Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures</b>	
<b><u>Concept</u></b>		<b><u>Learning Targets</u></b>
B. Historical period or culture		1. <ul style="list-style-type: none"> <li>Learn the history of printmaking and artists associated with the craft</li> </ul>
<b>Alignments:</b> 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		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>Describe the artist's methods and work over time through artist worksheets</li> <li>The teacher will introduce a variety of famous printmakers and lead a discussion</li> <li>Explain an artist's place in historical context through:               <ul style="list-style-type: none"> <li>artist worksheets</li> <li>the History of Printmaking packet</li> </ul> </li> <li>Identify the artist with corresponding prints</li> </ul>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>Identify the artist with corresponding prints on exams</li> <li>Teacher created scoring guides</li> <li>Tests</li> </ul> <p>Mastery: 85%</p>		

**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

Strand	Elements and Principles	
Big Idea	Select and Use Elements of Art for Their Effect in Communicating Ideas Through Artwork	
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>C.</p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Texture</li> <li>• Color</li> <li>• Value</li> <li>• Space</li> </ul>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Identify and use lines to create their designs</li> <li>• Differentiate between and use geometric and organic (freeform) shapes</li> <li>• Identify and use illusion of form: sphere, cube, cone, and cylinder</li> <li>• Identify and use real, invented and simulated textures</li> <li>• Identify and use color theory including color value, and color schemes (analogous, monochromatic, and complementary)</li> <li>• Identify and use a range of values to create the illusion of simple forms (including highlights and cast shadows)</li> <li>• Identify and use positive and negative space in two-dimensional work</li> <li>• Identify and use perspective techniques to create the illusion of space (one-point linear perspective, overlapping, and change of size, detail, placement, value contrast)</li> </ul>

**Alignments:**

CCSS: 9-10.RI.2; 11-12.RST.2; 11-12.RST.4; G-GMD.4; G-MG.1

Performance: 1.5, 2.3, 2.5

Knowledge: (FA) 1,2 (MA) 2 (SC) 1

VAGLE: EP.1.A-G

NETS: 5a

DOK: 4

**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
    - formin 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