



West Windsor-Plainsboro Regional School District
Printmaking
Grades 10-12

Unit 1: Mono Prints	
Content Area: Visual Art	
Course & Grade Level: Printmaking, Grades 10-12	
Summary & Rationale	
<p>During this course students will go beyond a basic level of stamping and stenciling to explore several different ways of printmaking while utilizing many different materials throughout the journey. Students will take an open approach to this media by exploring the art history, art criticism, art aesthetics, and art production of printmaking. This will give students an opportunity to learn about printmaking on a higher level. We will mainly tackle projects that are accomplished in a “man-made” fashion. Each project is basic in its own sense, but created for you to go beyond what you truly see initially. This is an adventure in individuality.</p> <p>In this unit, students will be introduced to various graphic arts/printmaking techniques and media, and to the relevant work of other artists. Students’ studio experience will include creating a series of prints, class discussion and critique of student work.</p>	
Recommended Pacing	
45 Days	
State Standards	
Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art	
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Standards	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Graphic arts/printmaking has unique and defining characteristics that set them apart from other forms of expression. ● Artists create prints in many ways (technique, medium) and for varying reasons (motivation, message, purpose). 	

- Artists utilize the elements and principles of design to create successful works of art.
- An artist's work can be viewed, analyzed and discussed to enhance appreciation and deepen understanding.
- Art making develops an appreciation of the world and inspires creative and innovative thought.
- Developing one's graphic arts/printmaking skills through repeated hands-on, creative practice contributes to the growth of the artist, technically and expressively.
- Visual artists make a rich contribution to our culture.
- Visual art is intertwined with other disciplines.
- An artist must be willing to self-evaluate in order to improve. Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Images are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art is a reflection of time, place, culture and environment

Unit Essential Questions

- What are the advantages and disadvantages of a medium that allows for the creation of multiple identical images?
- What are the various materials, tools & techniques of graphic arts/printmaking, and how do they influence the artist's expressive ability?
- What role does technology play in graphic arts/printmaking as an art form?
- How can the student incorporate what he/she has learned to create prints that demonstrate the student's growth as an artist?
- How can the student transfer skills learned using other media (i.e., drawing, painting, photography) into the graphic arts/printmaking process?
- How does knowing about an artist's life help in understanding their work?
- What can we learn by looking at the work of established artists?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?

- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

Objectives

Students will know:

- The basic Elements and Principles of Art including: Line, Shape, Form, Space, Texture, Color, Value, Pattern, Unity, Repetition, Balance, Movement, Emphasis, and Contrast
- Measuring, technique, craftsmanship, composition, materials and a basic of the two-dimensional design processes
- Printmaking in history and how the history relates to the topic being discussed at that time
- Problem solving and design processes
- How to identify and evaluate elements in their work that meet the criteria of the assignment
- What constitutes an original print
- The difference between negative and positive space planning.
- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design)
- How to appreciate art and the value of their own work as well as works by others

Students will be able to:

- Utilize technology in design work. Computer programs, printing strategies, and technological problem solving will take place
- Gain knowledge on techniques and materials from the production of projects
- Ask aesthetic questions and utilized the information on a project by project basis
- View their own work and ask questions about their pieces. This will encourage students to improve upon their own work and begin to think about possibilities of enhancing "good" work.
- Talk about papers according to material usage
- Create one or more series of prints, demonstrating understanding of concepts and techniques.
- Be able to discuss the prints of established artists, their own and that of their classmates in terms of technique, motivation, influences, etc.
- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the drawing unit lesson(s) as applied to the printmaking unit.
- Demonstrate skill appropriate to age/ability, using the graphic arts media, techniques and tools presented.
- Submit a portfolio of prints for evaluation by the teacher.
- Mat and present final artwork for display.
- Apply the Elements and Principles of Design with discretion
- Display good craftsmanship
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials

- Demonstrate good time management (i.e. preparation, work time, clean-up procedures) and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate art materials
- Teacher exemplars

Unit 2: Block Printing

Content Area: Visual Art

Course & Grade Level: Printmaking, Grades 10-12

Summary & Rationale

During this course students will go beyond a basic level of stamping and stenciling to explore several different ways of printmaking while utilizing many different materials throughout the journey. Students will take an open approach to this media by exploring the art history, art criticism, art aesthetics, and art production of printmaking. This will give students an opportunity to learn about printmaking on a higher level. We will mainly tackle projects that are accomplished in a “man-made” fashion. Each project is basic in its own sense, but created for you to go beyond what you truly see initially. This is an adventure in individuality.

In this unit, students will be introduced to various graphic arts/printmaking techniques and media for block printing, and to the relevant work of other artists. Students’ studio experience will include creating a series of block prints, class discussion and critique of student work.

Recommended Pacing

45 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
------------	--

1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
------------	--

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
------------	--

1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
------------	---

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
------------	---

1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
------------	---

1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
------------	--

1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
------------	---

1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Standards	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Graphic arts/printmaking has unique and defining characteristics that set them apart from other forms of expression. ● Artists create prints in many ways (technique, medium) and for varying reasons (motivation, message, purpose). ● Artists utilize the elements and principles of design to create successful works of art. ● An artist's work can be viewed, analyzed and discussed to enhance appreciation and deepen understanding. 	

- Art making develops an appreciation of the world and inspires creative and innovative thought.
- Developing one's graphic arts/printmaking skills through repeated hands-on, creative practice contributes to the growth of the artist, technically and expressively.
- Visual artists make a rich contribution to our culture.
- Visual art is intertwined with other disciplines.
- An artist must be willing to self-evaluate in order to improve. Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Images are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art is a reflection of time, place, culture and environment

Unit Essential Questions

- What are the advantages and disadvantages of a medium that allows for the creation of multiple identical images?
- What are the various materials, tools & techniques of graphic arts/printmaking, and how do they influence the artist's expressive ability?
- What role does technology play in graphic arts/printmaking as an art form?
- How can the student incorporate what he/she has learned to create prints that demonstrate the student's growth as an artist?
- How can the student transfer skills learned using other media (i.e., drawing, painting, photography) into the graphic arts/printmaking process?
- How does knowing about an artist's life help in understanding their work?
- What can we learn by looking at the work of established artists?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?

- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

Objectives

Students will know:

- How to build upon prior experiences from previous introductory courses or other courses taken prior to Printmaking
- The differences between materials as they work on each project.
- Measuring, technique, craftsmanship, composition, materials and a basic of the two-dimensional design processes
- Printmaking in history and how the history relates to the topic being discussed at that time
- Problem solving and design processes
- How to identify and evaluate elements in their work that meet the criteria of the assignment
- What constitutes an original print
- The difference between negative and positive space planning.
- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design)
- How to appreciate art and the value of their own work as well as works by others

Students will be able to:

- Use the color theory when addressing projects requiring multiple materials
- Use different inks including oil based block printing ink, acrylic block printing inks, and stamp pads
- Use linoleum, plywood, eraser surfaces and a variety of alternative surfaces to carve
- Experiment by using materials in non-traditional ways to create interesting works of art within the requirements of the given project and project guidelines
- Research each method prior to beginning project work. This will enable students to see professional pieces done using the same medium or media
- Create one or more series of prints, demonstrating understanding of concepts and techniques.
- Be able to discuss the prints of established artists, their own and that of their classmates in terms of technique, motivation, influences, etc.
- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the drawing unit lesson(s) as applied to the printmaking unit.
- Demonstrate skill appropriate to age/ability, using the graphic arts media, techniques and tools presented.
- Submit a portfolio of prints for evaluation by the teacher.
- Mat and present final artwork for display.
- Apply the Elements and Principles of Design with discretion
- Display good craftsmanship
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures)and follow direction based on demonstration, verbal and written instructions

- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate art materials
- Teacher exemplars

Unit 3: Silk Screening

Content Area: Visual Art

Course & Grade Level: Printmaking, Grades 10-12

Summary & Rationale

During this course students will go beyond a basic level of stamping and stenciling to explore several different ways of printmaking while utilizing many different materials throughout the journey. Students will take an open approach to this media by exploring the art history, art criticism, art aesthetics, and art production of printmaking. This will give students an opportunity to learn about printmaking on a higher level. We will mainly tackle projects that are accomplished in a “man-made” fashion. Each project is basic in its own sense, but created for you to go beyond what you truly see initially. This is an adventure in individuality.

In this unit, students will be introduced to various graphic arts/printmaking techniques and media for silk screening, and to the relevant work of other artists. Students’ studio experience will include creating a series of silk screens, class discussion and critique of student work..

Recommended Pacing

45 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
------------	--

1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
------------	--

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
------------	--

1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
------------	---

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
------------	---

1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
------------	---

1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
------------	--

1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
------------	---

1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Standards	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Graphic arts/printmaking has unique and defining characteristics that set them apart from other forms of expression. ● Artists create prints in many ways (technique, medium) and for varying reasons (motivation, message, purpose). ● Artists utilize the elements and principles of design to create successful works of art. ● An artist's work can be viewed, analyzed and discussed to enhance appreciation and deepen understanding. 	

- Art making develops an appreciation of the world and inspires creative and innovative thought.
- Developing one's graphic arts/printmaking skills through repeated hands-on, creative practice contributes to the growth of the artist, technically and expressively.
- Visual artists make a rich contribution to our culture.
- Visual art is intertwined with other disciplines.
- An artist must be willing to self-evaluate in order to improve. Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Images are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art is a reflection of time, place, culture and environment

Unit Essential Questions

- What are the advantages and disadvantages of a medium that allows for the creation of multiple identical images?
- What are the various materials, tools & techniques of graphic arts/printmaking, and how do they influence the artist's expressive ability?
- What role does technology play in graphic arts/printmaking as an art form?
- How can the student incorporate what he/she has learned to create prints that demonstrate the student's growth as an artist?
- How can the student transfer skills learned using other media (i.e., drawing, painting, photography) into the graphic arts/printmaking process?
- How does knowing about an artist's life help in understanding their work?
- What can we learn by looking at the work of established artists?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?

- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

Objectives

Students will know:

- How to build upon prior experiences from previous introductory courses or other courses taken prior to Printmaking
- The differences between materials as they work on each project.
- Measuring, technique, craftsmanship, composition, materials and a basic of the two-dimensional design processes
- Printmaking in history and how the history relates to the topic being discussed at that time
- Problem solving and design processes
- How to identify and evaluate elements in their work that meet the criteria of the assignment
- What constitutes an original print
- The difference between negative and positive space planning.
- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design)
- How to appreciate art and the value of their own work as well as works by others

Students will be able to:

- Use several methods of screen printing from stenciling to screen filler
- Experiment with traditional and non-traditional forms of texture for various projects.
- Work within guidelines to produce art pieces coordinating with the learned processes from this course as well as prior knowledge learned in previous courses
- Understand why artists, governments, businesses, etc. used silk screens as their main source of advertising
- Gain an appreciation for printmaking and will understand when and why you would use the various types of printmaking to create artwork.
- Discuss art criticism and art aesthetics with regards to texture and manipulation of materials in their artwork as well as other's artwork.
- Utilize materials in unconventional ways in order to capture unique and original ideas in each student's art pieces.
- Be able to discuss the prints of established artists, their own and that of their classmates in terms of technique, motivation, influences, etc.
- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the drawing unit lesson(s) as applied to the printmaking unit.
- Demonstrate skill appropriate to age/ability, using the graphic arts media, techniques and tools presented.
- Submit a portfolio of prints for evaluation by the teacher.
- Mat and present final artwork for display.
- Apply the Elements and Principles of Design with discretion
- Display good craftsmanship

- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures) and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate art materials
- Teacher exemplars

Unit 4: Combination Prints

Content Area: Visual Art

Course & Grade Level: Printmaking, Grades 10-12

Summary & Rationale

During this course students will go beyond a basic level of stamping and stenciling to explore several different ways of printmaking while utilizing many different materials throughout the journey. Students will take an open approach to this media by exploring the art history, art criticism, art aesthetics, and art production of printmaking. This will give students an opportunity to learn about printmaking on a higher level. We will mainly tackle projects that are accomplished in a “man-made” fashion. Each project is basic in its own sense, but created for you to go beyond what you truly see initially. This is an adventure in individuality.

In this unit, students will utilize various graphic arts/printmaking techniques and media for making combination prints. Students’ studio experience will include creating a series of prints, class discussion and critique of student work

Recommended Pacing

45 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
------------	--

1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
------------	--

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
------------	--

1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
------------	---

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
------------	---

1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
------------	---

1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
------------	--

1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Standards	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Graphic arts/printmaking has unique and defining characteristics that set them apart from other forms of expression. ● Artists create prints in many ways (technique, medium) and for varying reasons (motivation, message, purpose). 	

- Artists utilize the elements and principles of design to create successful works of art.
- An artist's work can be viewed, analyzed and discussed to enhance appreciation and deepen understanding.
- Art making develops an appreciation of the world and inspires creative and innovative thought.
- Developing one's graphic arts/printmaking skills through repeated hands-on, creative practice contributes to the growth of the artist, technically and expressively.
- Visual artists make a rich contribution to our culture.
- Visual art is intertwined with other disciplines.
- An artist must be willing to self-evaluate in order to improve. Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art.
- Images are often a more effective communicator than words.
- Art elicits personal meaning and emotional responses.
- An artist's inspiration is a blend of experiences and influences.
- During the creative process, students continually reflect and evaluate their artistic decisions.
- While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary.
- The process of creating can be as or more meaningful to the artist as the final product.
- Artists often break with established traditions and beliefs to better express what they see and feel.
- Elements are the building blocks for the creation of art.
- The principles of art are the inspired arrangement of the elements.
- The manipulation of elements and principles allows the artist to create meaning.
- The elements and principles of design are everywhere.
- There can be a relationship between form and function.
- Art is a reflection of time, place, culture and environment

Unit Essential Questions

- What are the advantages and disadvantages of a medium that allows for the creation of multiple identical images?
- What are the various materials, tools & techniques of graphic arts/printmaking, and how do they influence the artist's expressive ability?
- What role does technology play in graphic arts/printmaking as an art form?
- How can the student incorporate what he/she has learned to create prints that demonstrate the student's growth as an artist?
- How can the student transfer skills learned using other media (i.e., drawing, painting, photography) into the graphic arts/printmaking process?
- How does knowing about an artist's life help in understanding their work?
- What can we learn by looking at the work of established artists?
- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?

- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- Are the concepts of line and space only found in the visual arts? Where else are they?

Objectives

Students will know:

- Knowledge on techniques and materials learned in previous projects will be used as students begin to explore their own artwork.
- Relevant art history
- The differences between materials as they work on each project.
- Measuring, technique, craftsmanship, composition, materials and a basic of the two-dimensional design processes
- Printmaking in history and how the history relates to the topic being discussed at that time
- Problem solving and design processes
- How to identify and evaluate elements in their work that meet the criteria of the assignment
- What constitutes an original print
- The difference between negative and positive space planning.
- What constitutes good composition (thoughtful choice and placement of the Elements and Principles of Design)
- How to appreciate art and the value of their own work as well as works by others

Students will be able to:

- Understand the basic Elements and Principles of Art including: Line, Shape, Form, Space, Texture, Color, Value, Pattern, Unity, Repetition, Balance, Movement, Emphasis, and Contrast. These elements will be utilized to find harmony in artwork
- Use given guidelines and focus on accomplishing the goals of the project
- Be creative in their own interpretation of the given subject matter and the ability to mesh at least two different printmaking methods together
- Choose appropriate subject matter prior to starting a project
- Understand what materials will best achieve the look they are trying to get according to the chosen subject matter.
- View their own art work, using art criticism, while asking questions about their pieces. This will encourage students to improve upon their own work and begin to think about possibilities of enhancing "good" work
- Be able to discuss the prints of established artists, their own and that of their classmates in terms of technique, motivation, influences, etc.
- Meaningfully participate in guided question and answer sessions, group and private discussions, show an understanding of the purpose of the drawing unit lesson(s) as applied to the printmaking unit.
- Demonstrate skill appropriate to age/ability, using the graphic arts media, techniques and tools presented.
- Submit a portfolio of prints for evaluation by the teacher.

- Mat and present final artwork for display.
- Apply the Elements and Principles of Design with discretion
- Display good craftsmanship
- Compare and contrast works of art from different cultures and time periods through class discussion and the use of visuals (slides, prints, videos)
- Use techniques and skills with a variety of art tools and materials
- Demonstrate good time management (i.e. preparation, work time, clean-up procedures) and follow direction based on demonstration, verbal and written instructions
- Participate in all aspects of the class
- Develop critical and creative thinking skills
- Cultivate a positive self-image through successful creativity and skill building with a safe and comfortable environment
- Develop an appreciation of art history as well as an awareness of the cultural and historical influences which have an effect on the visual arts
- Become aware of the interdisciplinary relationship of art and the other disciplines
- Develop the skills necessary to evaluate art
- Gain an understanding of how art enriches everyday life

Evidence of Learning

Assessment

Teacher created assessments

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Appropriate art materials
- Teacher exemplars