Unit 1: Printmaking

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 1**
Length: **12 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about the art form of printmaking. The students will learn to consider the technical and expressive qualities of prints and will develop their skills in printmaking through activities in this unit. The unit will culminate with the students using printmaking to create patterns.

Standards

VPA.3-5.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.3-5.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.3-5.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.3-5.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.3-5.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
VPA.3-5.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.3-5.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
VPA.3-5.1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
VPA.3-5.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.3-5.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

Essential Questions

1. Where do artists get their ideas?

2. How do we use space in art?

3. What kinds of tools can be used to make art?

Application of Knowledge and Skills...

Students will know that...

- 1. The Scream is one of the most recognizable pictures in the world.
- 2. To make a print, an artist typically first makes a drawing on a printing block, such as foam board or wood.
- 3. Artists dip a printing block evenly into a thin layer of ink, then transfer the ink from the printing block to print paper.
- 4. When making prints, artists often make a series of repeated pictures.
- 5. Andy Warhol is one of the most famous artists to create prints.
- 6. A pattern is a design that has been consistently repeated.

Students will be able to...

- a. Explain how the use of lines, shapes, and space convey feeling in The Scream.
- b. Create a printing block from foam board.
- c. Use a printing block to create a print picture.
- d. Create a series of prints.
- e. Identify the style of art associated with Andy Warhol.
- f. Use printmaking techniques to create a pattern.

Assessments

- Printed pattern Summative: Visual Arts Project Take a piece of paper and fold it several times. Create a design with the folds. Then press the folded paper in ink. On a separate sheet of paper transfer the design by printing the folded and inked paper. Repeat the design to create a pattern. 1.1.5.D.1 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2
- Art Notes Formative: Other visual assessments While watching/discussing a DVD about Andy Warhol,

the students will draw one picture of any piece of art that interested them in the video. 1.1.5.D.2 1.2.5.A.3 1.3.5.D.2 1.3.5.D.3

- Greeting Cards Formative: Other visual assessments Students will choose one of the four prints and glue it to a folded piece of paper. They will address the inside of the card to someone and write a brief message. 1.1.5.D.1 1.3.5.D.1 1.3.5.D.5 1.4.5.A.1
- Sequence Print Editions Formative: Other visual assessments Students will label the four print editions of "Student Screaming" with a title, student signature, and sequence number. 1.1.5.D.1 1.3.5.D.1 1.3.5.D.5 1.4.5.A.1
- Student Screaming Diagnostic: Other visual assessments Student will draw a picture of themselves screaming. 1.1.5.D.1 1.3.5.D.2 1.3.5.D.3
- Student Screaming-Print Edition Formative: Other visual assessments Students will coat foamboard evenly with ink and will press printing paper on top of the ink-covered foam board. They will repeat the process four times to create four print editions. 1.1.5.D.1 1.3.5.D.1 1.3.5.D.5 1.4.5.A.1
- Student Screaming-Printing Block Formative: Other visual assessments Students will trace their drawing, "Student Screaming", onto a foam board. 1.1.5.D.1 1.3.5.D.1 1.3.5.D.5 1.4.5.A.1

Activities

- Show *The Scream*; discuss what the artist was expressing and the feeling the picture evokes
- Discuss a time the students screamed; what they were feeling, and why they did it
- Write a sentence on the back of the "Student Screaming" drawing, which explains the picture
- Demonstrate how to lightly trace a drawing into the foam board
- Demonstrate how to prepare an ink tray for a foam board printing block
- Demonstrate how to transfer the ink from an ink block onto printing paper
- While students watch the Andy Warhol video, discuss the questions posed in the video with the students
- Take a viewing tour: after watching the Andy Warhol video, walk around the room and see the pictures other students drew while watching the video
- Show the students *Stenciled Wall Design for Stock Exchange* and *Sample of Daisy Wallpaper*; discuss how the artists created pattern by repeating a design over and over
- Review steps to creating a print by using printing ink on print paper
- Review positive and negative space concepts
- Use the student-created "Printed Pattern" and identify the positive and negative spaces

Activities to Differentiate Instruction

- When students label their drawing, "Student Screaming", they may include a title and a sentence explaining the picture
- When students create the "Printed Pattern", they may repeat their design as many times as possible, while still maintaining the same amount of spacing between designs
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting

- Use visuals, when possible, to accompany instructions/directions
- Preferential seating

Integrated/Cross-Disciplinary Instruction

In language arts, the students will learn the proper format to use when addressing a card. The students will transfer that knowledge and apply it to a lesson in this unit. The students will use one of their "Student Screaming" prints as a card. The card will be properly addressed, and students will write a message to their addressee.

Resources

- Adventures in Art, Grade Three by Laura H. Chapman, Davis Publications, 2008
- *The Scream* by Edvard Munch
- Dropping in on Andy Warhol by Tom and Loretta Hubbard, Crystal Productions, 2006
- *Stenciled Wall Design for Stock Exchange* by Louis Sullivan
- *Sample of Daisy Wallpaper* by William Morris
- *Sky and Water* by M.C. Escher
- Art supplies