

Unit 5: Photographic Silkscreen Method

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Course(s): **Printing Tech 2**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

PRINTING TECHNOLOGY 2, GRADE 10-12

PHOTOGRAPHIC SILKSCREEN METHOD

Belleville Board of Education

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Unit Overview

Students will learn the process of the photographic silkscreen printing method and have an understanding of this printing technique.

Enduring Understanding

Identify appropriate themes for Silk Screen Imagery.

Identify Silk Screen preparation and clean-up procedures.

Identify proper Photographic Silk Screen Technique.

Apply and implement proper terminology for the Silk Screen Process.

Essential Questions

What is Photo Silkscreening?

What does it mean to expose film?

How do you develop a photo silkscreen print?

What are Silk Screen preparations and printing techniques?

What are proper Silk Screen clean-up procedures?

What is textile paint?

How much time is needed to expose film?

What is emulsion?

Exit Skills

Recognize the Photo Silk Screen process, preparation, and clean up.

Communicate with Clarity the Terminology in the Photo Silkscreen Process.

Develop advanced Silk Screening Techniques

Prepare a silkscreened image and Print a t-shirt using the Photographic Method of silkscreen

New Jersey Student Learning Standards (NJSLS-S)

| | |
|---------------------|---|
| 9.3.12.AR-PRT | Printing Technology |
| 9.3.12.AR-PRT.1 | Manage the printing process, including customer service and sales, scheduling, production and quality control. |
| 9.3.12.AR-PRT.3 | Perform finishing and distribution operations related to the printing process. |
| CS.9-12.8.1.12.CS.3 | Compare the functions of application software, system software, and hardware. |
| CS.9-12.8.1.12.CS.4 | Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors. |
| TECH.9.4.12.CI | Creativity and Innovation |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| TECH.9.4.12.CT | Critical Thinking and Problem-solving |
| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |
| TECH.9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| TECH.9.4.12.CT.3 | Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). |
| TECH.9.4.12.CT.4 | Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes. |
| TECH.9.4.12.DC | Digital Citizenship |
| TECH.9.4.12.DC.1 | Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). |
| TECH.9.4.12.DC.2 | Compare and contrast international differences in copyright laws and ethics. |
| TECH.9.4.12.DC.3 | Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1). |
| TECH.9.4.12.DC.4 | Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3). |
| TECH.9.4.12.DC.5 | Debate laws and regulations that impact the development and use of software. |
| TECH.9.4.12.DC.6 | Select information to post online that positively impacts personal image and future college and career opportunities. |
| TECH.9.4.12.DC.8 | Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection. |
| TECH.9.4.12.GCA | Global and Cultural Awareness |
| TECH.9.4.12.GCA.1 | Collaborate with individuals to analyze a variety of potential solutions to climate change |

effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

TECH.9.4.12.ILM

Information and Media Literacy

TECH.9.4.12.ILM.2

Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.

Innovative ideas or innovation can lead to career opportunities.

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.

Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

With a growth mindset, failure is an important part of success.

Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Cultivating online reputations for employers and academia requires separating private and professional digital identities.

Interdisciplinary Connections

LA.RH.11-12.4

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 (e.g., how Madison defines faction in Federalist No. 10).

LA.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

LA.RH.11-12.6

Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LA.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

TECH.8.1.12.A.2

Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

TECH.8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.A.5

Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.

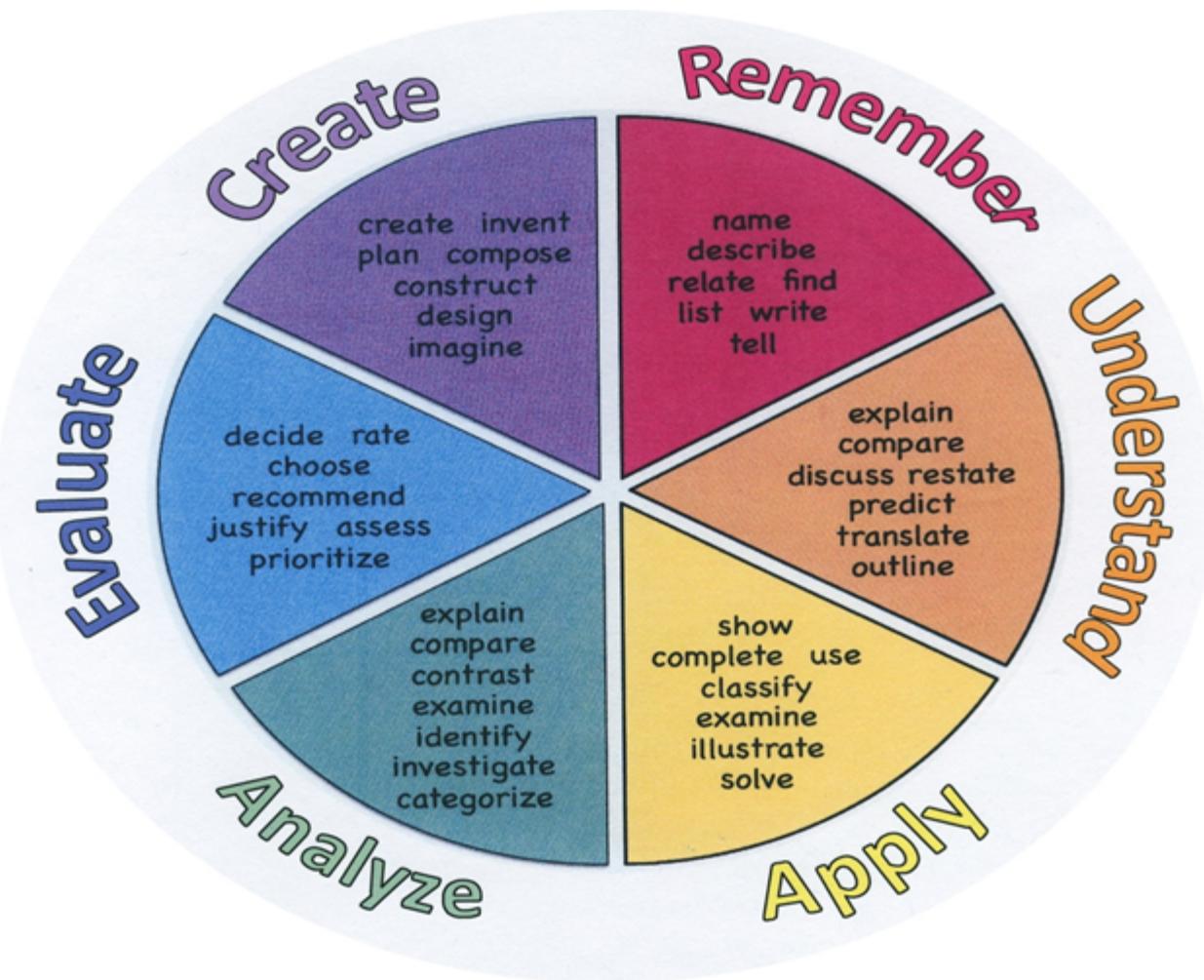
Learning Objectives

Identify Photographic Silk Screen preparation and clean-up procedures.

Identify proper Silk Screen Techniques for Printing T-shirts

Apply and implement proper terminology for the Photographic Silk Screen Process.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



Suggested Activities & Best Practices

Design and Silkscreen a piece of clothing (T-shirt, sweatshirt).

Read text, periodicals, and internet resources.

Class discussions with participation by all students

Assessment Evidence - Checking for Understanding (CFU)

Exit tickets for the purpose of checking for understanding.-formative assessment

Practical and written quizzes to be certain students understand material taught by the teacher.-benchmark assessments

For example, teacher will give topics to students and students will create their own study guides prior to tests.- alternate assessment

Unit test-summative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline

- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Handouts and online tutorials

Silkscreen Materials, Exposure Camera

Frames, masking film, Fabric paints

Ancillary Resources

Internet research

You Tube silkscreen videos.

Technology Infusion

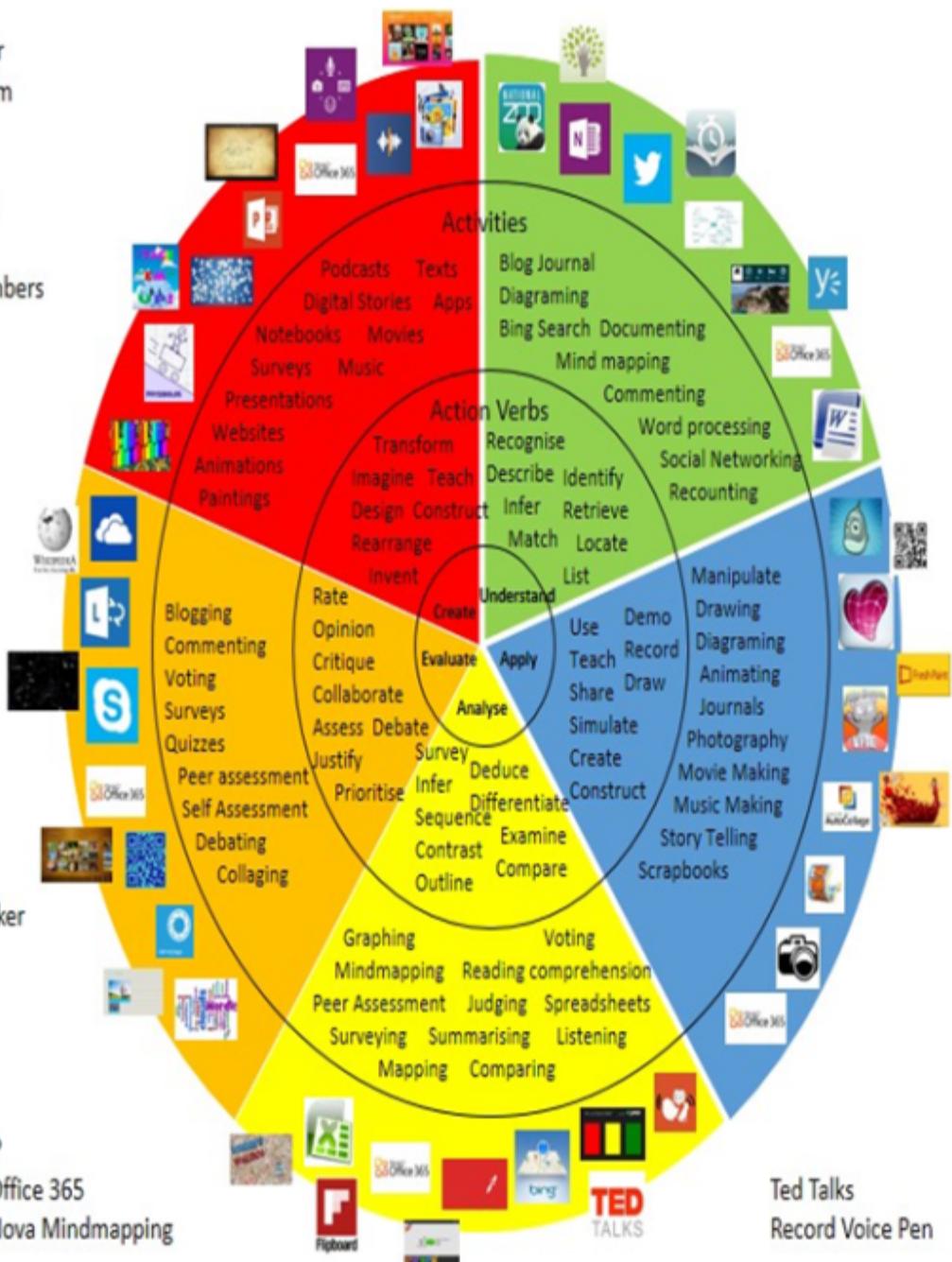
Chromebooks, Google Classroom, Internet, YouTube, Smart Tv's, online research of professional websites, business websites to research topics, such as product knowledge and show demos on topics covered in unit, for example proper manipulations.

Win 8.1 Apps/Tools Pedagogy Wheel

- Podcasts
- Photostory 3
- Kid Story Builder
- Music Maker Jam
- Paint A Story
- Office 365
- MS PowerPoint
- Stack 'Em Up
- NqSquared Numbers
- Physamajig
- Xylophone 8

- Wikipedia
- Skydrive
- Lync
- SkyMap
- Skype
- Office 365
- Puzzle Touch
- Easy QR
- Memorylage
- Life Moments
- Word Cloud Maker

Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping



Alignment to 21st Century Skills & Technology

| | |
|-------------------|---|
| WRK.9.2.12.CAP | Career Awareness and Planning |
| WRK.9.2.12.CAP.1 | Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. |
| WRK.9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| TECH.9.4.12.CI | Creativity and Innovation |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
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| TECH.9.4.12.DC.1 | Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). |
| TECH.9.4.12.DC.2 | Compare and contrast international differences in copyright laws and ethics. |
| TECH.9.4.12.DC.6 | Select information to post online that positively impacts personal image and future college and career opportunities. |
| TECH.9.4.12.DC.7 | Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). |
| TECH.9.4.12.DC.8 | Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection. |
| TECH.9.4.12.GCA | Global and Cultural Awareness |
| TECH.9.4.12.GCA.1 | Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3). |
| | Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. |
| | With a growth mindset, failure is an important part of success. |
| | There are strategies to improve one's professional value and marketability. |
| | Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. |
| | Solutions to the problems faced by a global society require the contribution of individuals |

with different points of view and experiences.

Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Cultivating online reputations for employers and academia requires separating private and professional digital identities.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Teacher will demonstrate the photographic method of silkscreed in small groups.

Teacher will give study guide notes on steps of silkscreening.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

A few examples for Special Education Learning are...

To teach practical lessons in small groups and model the assignment more than once

Student will repeat the procedure with peer help.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

A few examples for English Language Learners are ...

Students will use Google translate to help understand.

To show pictures of the assignment and the expectations, completed by the teacher of the assignment.

Peers will help tutor ELL students

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

A few examples for Intervention Strategies ...

Peers will help tutor students.

Peers will provide peers with key notes and outlines for the test.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

A few examples for Talented and Gifted students are ...

To have students begin creating a portfolio of their work.

Give students challenging multi color silkscreen assignments

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Silkscreen

NJSLS:

Interdisciplinary Connection: Business Preparation

Statement of Objective: SWDAT Create a silkscreen Print

Anticipatory Set/Do Now: Sit at tables, pass out exacto blades

Learning Activity: Students will prepare a screen. Cut a mask. Apply a mask to a screen and prepare to print. Students will print on paper. Identify Famous African Americans in the field of graphic design and the contributions made to society by these figures

Understand and develop better eco friendly knowledge in regards to copiers and scanners

Student Assessment/CFU's:

CFU #(s):

10. Self Assessment

12. Portfolio check

Materials: Silk, Frame, Making film, blades

21st Century Themes and Skills:

Differentiation:

*Visual Learners *Hands on Activities * Guided Instruction

Integration of Technology: Internet for picture research

| | |
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| 9.3.12.AR-PRT.3 | Perform finishing and distribution operations related to the printing process. |
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| WRK.9.2.12.CAP.1 | Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. |
| WRK.9.2.12.CAP.2 | Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. |
| WRK.9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| WRK.9.2.12.CAP.4 | Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. |
| WRK.9.2.12.CAP.5 | Assess and modify a personal plan to support current interests and post-secondary plans. |
| WRK.9.2.12.CAP.6 | Identify transferable skills in career choices and design alternative career plans based on those skills. |
| WRK.9.2.12.CAP.7 | Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. |
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