* UNIT 1 - PRINTMAKING Copied from: Studio 2D Honors, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Studio 2D Honors - Grade 12

PRINTMAKING

Belleville Board of Education

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Art educators are responsible for creating effective and creative lessons designed to accommodate all learning levels for all students in our district while also addressing the Core Curriculum Standards for the State of New Jersey. Interdisciplinary connections are achieved and noted where applicable. Art history and cultural connections are included in this curriculum. New Jersey Core Curriculum Standards are also included and noted in each unit.

Areas of content include the Elements of Art: color, value, shape, form, space, line, and texture. Another main focus is made on the Principles of Design, which are: balance, unity, directional movement, focal point, variety, rhythm, proportion and emphasis. There are many basic concepts that underlie the field of design. They are often categorized differently depending on philosophy or teaching methodology. Other variations may include: dominance, harmony, contrast, repetition, gradation, and functionality. The principles can also be broken down into more specifics such as: symmetrical and asymmetrical; similarity, proximity and alignment; positive and negative space; rule or thirds; visual center; typography; closure; continuance; contrast or opposition - the list goes on…

The purpose of this curriculum is to present a sequential plan in the area of Fine Arts Lessons. This visual based curriculum includes lessons in creating, exploring, and critiquing, as well as historical and cultural aspects of the artistic eras. Each lesson is designed to allow students to use learned methods and skills, explore new mediums, embrace their personal creativity and self expression, research art history, participate in critiques, and help students find their soul connection to their art work and teach them to believe in themselves and all their mind and individual creativity has to offer.

This curriculum should be revised as specified to meet the standards and provide optimal educational opportunities. Modifications or adaptations can be utilized to promote differentiated learning for all students. This visual arts curriculum accommodates and empowers a multitude of learning styles and abilities. The sequential format of skill-building lessons will provide the basis for continuity, understanding and

accomplishment in the area of visual arts.

Unit Overview

Unit 1 - Printmaking

1. Allow students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.

2. Allow students to learn about how people have responded to and communicated their experiences through art making by exploring art in its historic and cultural contexts.

3. Welcome students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, write, and create art, and interpretations of art.

4. Explore printmaking with the development of deep conceptual understandings and skills.

Enduring Understanding

1. Originality, technical skills, and understanding of printmaking materials.

2. Originality, technical skills, and understanding of monotype and block printmaking techniques.

3. Demonstrate the ability to plan and provide organized and designed works of art.

4. Method of transferring ink from a matrix to a sheet of paper or other material.

5. How unique are the monotype and block prints due to variables intrinsic to these processes.

6. Proper use and maintenance of the printing press, matrix, and tools.

7. Evaluate and interpret works of art using proper vocabulary, orally, and in writing.

8. Art communicates personal and impersonal information on many levels.

9. Artists choose the process based on purpose.

Essential Questions

1. What is art and how is it made?

2. Why and how does art change?

3. How do we describe our thinking of art?

4. What are elements of art and principles of design, and how do we use them in printmaking?

5. What are monotype and block printmaking techniques?

6. What compositions lend them to monotype printmaking?

7. What compositions lend them to block printmaking?

8. What are the techniques and materials used for monotype and block printmaking?

9. Why does printmaking normally cover only the process of creating prints with an element of originality, rather than being a photographic reproduction of a painting?

10. What is personal style?

11. What are the origins of printmaking methods compared to current commercial use?

12. How do I show my growing knowledge of visual art?

Exit Skills

By the end of Unit 1:

1. All students will demonstrate an understanding of printmaking by:

- Creating original works of art using the techniques of monotype and block printmaking.
- Recognize direct and indirect printing.
- Recognize and describe works of art in terms of the use of the techniques and in written material.
- Critique and synthesize the works of art of peers and predecessors.

2. All students will comprehend complex literary and informational texts independently and proficiently.

3. All students will understand the role, development, and influence of art throughout history and across cultures.

- Demonstrate an understanding of the elements and principles that govern the creation of works of visual art.
- Understand the role, development, and influence of the arts throughout history and across cultures.
- Synthesize those skills, media, methods, and technologies appropriate to printmaking.
- Manipulate materials and ideas to create an aesthetic print.
- Use knowledge of art styles, movements and cultures as inspiration to produce printed works of art.
- Art making is shaped by tradition and change.
- Interpretations of art are variable.

4. All students will recognize the unique qualities of printmaking.

- Techniques and methods
- Effects
- Characteristics
- Problem solving skills
- Tools

New Jersey Student Learning Standards (NJSLS)

	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.

	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

Interdisciplinary Connections

Social Studies:

Invention of the Gutenburg Press

Copyright Laws

World History:

Global studies.

World Language:

Big ideas, words, phrases, themes.

21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

MA.G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Objectives

1. Define the concept of Monotype.

2. Define the process of making artworks by painting on a matrix.

3. Recognize the concept of printing from an individual surface or matrix.

4. Distinguish that a single print can be the product of one or multiple techniques.

5. Define artwork that communicates personal opinions, thoughts, and ideas that emphasize the elements of design organized using the principles od design.

6. Define, plan, and provide solutions to design problems.

7. Differentiate how various artists and cultural resources influence printmaking.

8. Identify differentiated components of form, function, content and/or context of a work of art.

9. Produce original works of art using elements and principles of art.

10. Compare and contrast innovative applications of line as an element of art.

11. Recognize the famous artists who employed these techniques.

12. Create original works of art using elements and principles of art.

13. Compare and contrast innovative applications of line as an element of art.

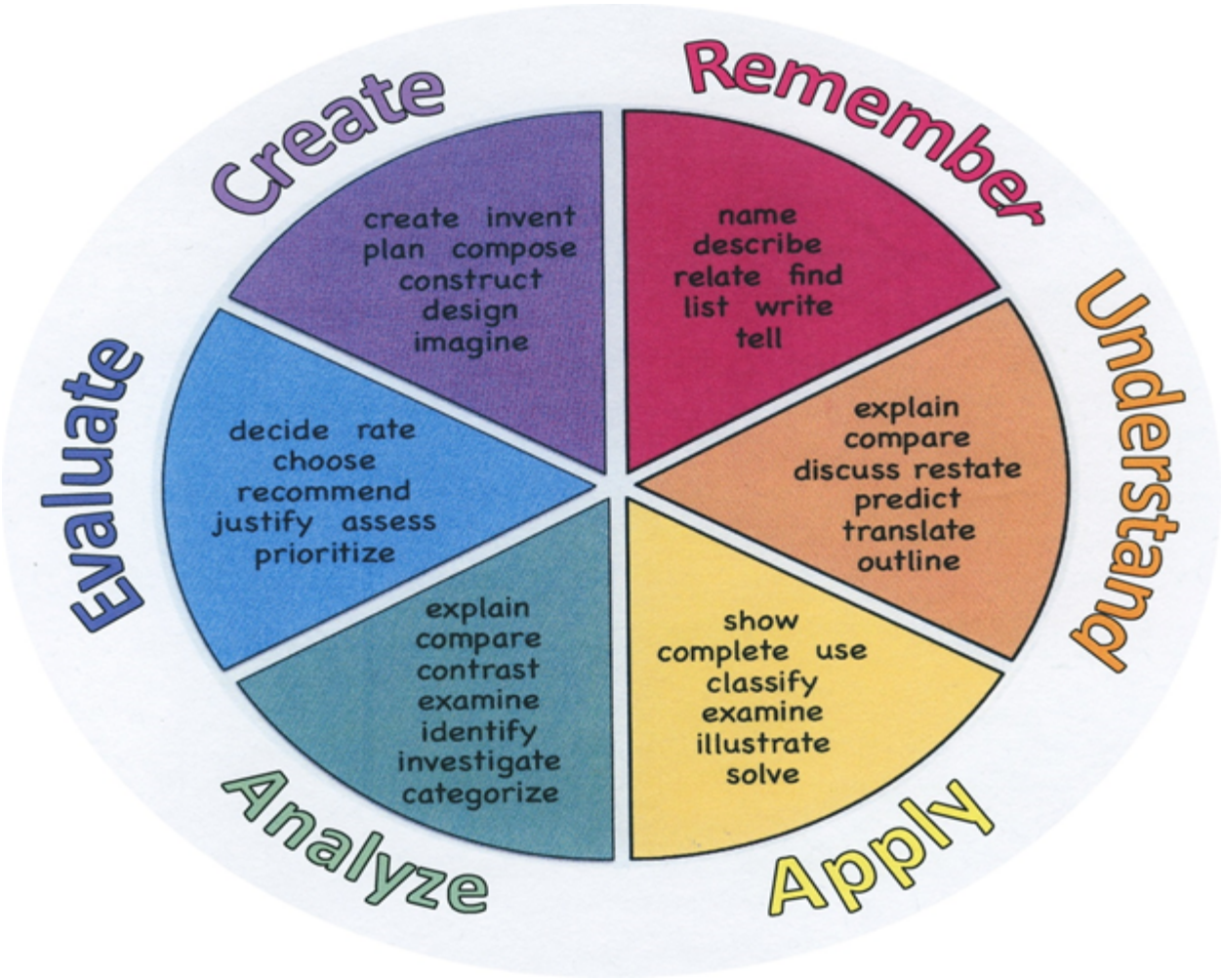
14. Differentiate between objective and subjective thoughts.

15. Identify ground-breaking uses of space in traditional and new mediums and experiment with new approaches to portraying positive and negative space in art installation or new media artwork.

16. Incorporate proper use of vocabulary throughout the printing process.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

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

- Demonstrate and display objects for the understanding of patial relationships, proportions, ratios.
- Discussion related to the shadows cast when objects overlap, ratios and proportions.
- Daily observation of individual student learning.

Assessment Evidence - Checking for Understanding (CFU)

- * Sketchbooks/Journals - formative assessment

  * Individual critiques- formative assessment

  * Group critiques - alternative assessment

  * Admit tickets - formative assessment

  * Exit Tickets - formative assessment

  *Creating Study Guides - alternative assessment

  * Teacher Daily Observations - formative assessment

  * Summary Questions - alternative assessment

  * Cooperative structured learning activities - alternative assessment

  * Do-Now Activities - formative assessment

  * Portfolio Review - 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

- *Creative Printmaking*
- *Monoprinting,* Jackie Newell & Dee Whittington
- *Notes on Prints,* William M. Ivins, Jr.
- *New Creative Printmaking,* Peter Green
- *Prints and How to Make Them,* Arthur Zaidenberg
- *Relief Printmaking,* Gerald F. Brommer

Ancillary Resources

- *Art Across Time,* Laurie Schneider Adams
- *Art History,* Marilyn Stockstad's

- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours

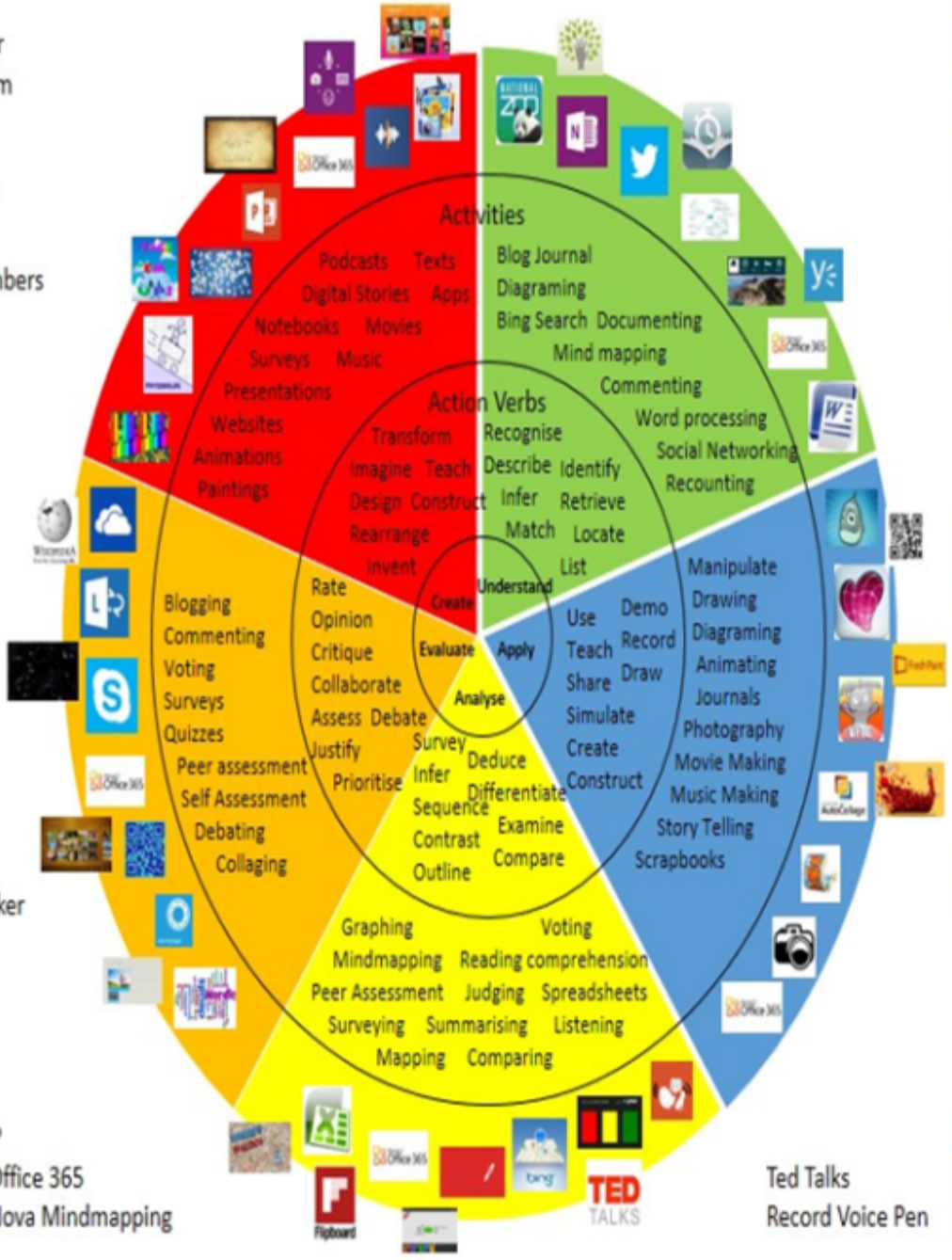
Technology Infusion

- Khan Academy
- Artsonia
- Google Institute
- Wikipedia
- Artweb
- Getty Institute of Discipline Based Art Education
- Sketchbook Express

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

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

- Career paths in the field of art.
- Communication and Collaboration
- Information Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
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.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

21st Century Skills/Interdisciplinary Themes

- Global awareness
- Environmental literacy
- Civic literacy
- Communication and Collaboration
- Creativity and Innovation
- Life and Career Skills

- Critical Thinking and Problem Solving

- 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

- Career paths in the field of art.
- Communication and Collaboration
- Information Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

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

Differentiation

-
    - Students will have the same subject matter but will have different outcomes.
    - Progress will be the same but the product will be different.
    - Guided instruction, direct instruction, group instruction.
    - Assist students with IEP & 504 guidelines.
    - Study guides, group and peer instruction, extended time/ test time, oral testing
    - Small group instruction
    - Small group assignments
    - Extra time to complete assignments
    - Pairing oral instruction with visuals
    - Repeat directions
    - Scheduled breaks
    - Rephrase written directions

    - Alternative formative and summative assessment
    - Leveled rubrics

- Project-based learning

- Exploration by interest
- Open-ended activities

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

• additional time for skill mastery

• preview of content, concepts, and vocabulary

• behavior management plan

• have student repeat directions to check for understanding

• teacher initiated weekly assignment sheet

• assistive technology

• check work frequently for understanding

• secure attention before giving instruction/directions

• multi-sensory presentation

• preferential seating

• Reduced/shortened written assignments

• printed copy of board work/notes provided

• peer tutoring

• testing with counselor

- 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)

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. Eliminate nonessential information
- having peers take notes or providing a copy of the teacher’s notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- provide an interpreter
- translate study guides

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

- decreasing the amount of workpresented or required
- using videos, illustrations, pictures, and drawings to explain or clarify
- tutoring by peers
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- marking students' correct and acceptable work, not the mistakes
- educing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- modifying tests to reflect selected objectives
- allowing the use of note cards or open-book during tests
- communicating printmaking lesson with counselor, parent/guardians
- after school printmaking technique tutoring
- extra one-on-one class time relating to printmaking

- 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)

• Debate issues with research to support arguments

• Create a plan to solve an issue presented in the class or in a text

• Advanced problem-solving

• Higher order, critical & creative thinking skills, and discovery

• Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

• Utilize project-based learning for greater depth of knowledge

• Allow students to work at a faster pace

Communicating wit parent/guardian regading after school printmaking classes

Communicating wit parent/guardian regading college opportiniites

Offer after school printmaking art experiences in district

- 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: Monotype Printing

INTERDISCIPLINARY CONNECTION: European Art History/Guttenberg Printing Press

STATEMENT OF OBJECTIVE: SWBAT determine the techniques, steps, and style of painting when creating the proper values on the plexiglass matrix.

ANTICIPATORY SET/DO NOW: Review steps for prepping and applying ink to the matrix, monotype sample editions, lecture, book reference.

LEARNING ACTIVITY: Clarify, describe, and discuss appropriate use of inks and values being created.

STUDENT ASSESSMENT/CFU's: Linked below

MATERIALS: Monobase, mono ink, brushes, matrix, printed monotype samples, reference books.

21st CENTURY THEMES & SKILLS: Critical thinking, communicating.

DIFFERENTIATION: Students will have the same subject matter but will have different outcomes. (Progress will be the same but the product will be different). Guided instruction, direct instruction, group instruction. Assist students with IEP & 504 guidelines. Study guides, group and peer instruction, extended time/ test time, oral testing

INTEGRATION OF TECHNOLOGY: YouTube demos, Virtual museum tours.