

Printing techniques

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **14 weeks**
Status: **Published**

Printing techniques- Revised June 2021

This unit introduces the fundamental theories and methodologies of visual communication used in the fields of graphic design, advertising design, and illustration. Assignments and critiques develop problem-solving and visual storytelling skills with an emphasis on printing techniques including, ink jet, silk screen, vinyl, engraving etc

Revision Date: June 2021

Essential Questions

Why is printing still being done on wood block, metal plate, offset press, stone, etc. when laser printers are available?

Why is it important for graphic designers, as well as printing technicians, to understand the different methods of printing?

Why it is important to keep all materials and the working areas neat and clean?

What are some printing traits that are left on the print to help the viewer identify the method used to create the print?

Why are there different file types from which to choose in digital design programs?

Why is it important that you know the compatibility of different files and programs?

How do scanning images and importing images differ?

When is it best to change file size and file type?

What finishing options are available to output a job, such as: burning to disk, web graphics, inkjet, thermal, laser, etc.

What file types are used in digital output?

What file types are used in onscreen graphics?

Why do you have to retouch all scanned images?

Students Will Know/Will be Skilled At

STUDENTS WILL KNOW:

- the history of the many printing processes.
- the importance for graphic designers and printing technicians to understand the different methods of printing.
- how to create a relief, screen, intaglio, litho (stone, metal plate, paper plate), and digital prints.
- the importance of maintaining materials and clean working areas.
- printing traits that are left on the print to help the viewer identify the method used to create the print.
- the formats in which artwork, photographs, and documents must be saved to be prepared for output.
- there are many different printing techniques that designers use and each produces its own style of print.
- there are different file types from which to choose in digital design programs.
- keeping your printing equipment and shop area neat and clean is essential to being a successful printer.
- the usage of different printing techniques and their importance in society.

STUDENTS WILL BE SKILLED AT

- Carving out the block design
- Stretching, degreasing, and coating of screens
- Transferring designs to media: block, screen, plate etc.
- Shooting plates for offset printing
- The use of tools in these printing techniques: relief, intaglio, litho, and digital
- Maintaining materials and a clean the shop area
- Identification and appropriate use of different inks
- Completing assignments derived from classroom activities: collection and analysis of printed samples

Learning Plan

Learning Activities will include:

1. Teacher presentation of the methods that we will be covering: relief, intaglio, litho, and digital
2. Class activities and discussions relating to the steps involved with each method of printing and their history
3. A hands-on demonstration of the tools, their uses and how to clean them after each use
4. Project series including screen printing method, the relief printing method and other methods presented (intaglio, digital or stone)
 - a. Use of Smart Board to illustrate the steps involved in the processes of the printing techniques
 - b. Use of internet for research
 - c. Use of computer programs (Adobe Illustrator, Paint, Adobe Photoshop etc.) to create designs
 - d. Shooting plates for offset printing

5. Student-based critique and self-assessment using teacher-created rubric
6. Written report on the methods of printing that we have discussed: the different steps involved, the tools used and the application of the printing method
7. Assessment of written report using rubric

Additional Learning Activities:

1. Teacher presentation of scanning and importing operations
2. Student exploration and class discussion about different file types and their properties
3. Scanning artwork and photographs lesson
4. Importing artwork and photographs lesson
5. Teacher presents project series for scanning and importing of images,
6. How to prepare electronic files lesson
7. Teacher presents project series involving onscreen graphics. (Each lesson includes career references and an activity that results in an outcome that will be presented by the student, assessed by the teacher, and self assessed via rubric by the student.)
8. Class discussion about the different sources for output
9. Teacher presents lesson series dealing with different output options.

(Each lesson includes career references, and an activity that involves technology: smart board, internet, etc., assessed by the teacher and self-assessed via rubric by the student.) Unit test

Evidence/ Performance Tasks

Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Presenting/ Producing, Connecting, and Responding.

Teacher presentation of course information and assessment methods, such demonstrations may be done using Smart Board.

Assessment of students' work: Group discussions, class critique, self- and teacher evaluation using rubric.
Assessment of written responses: Self- and teacher evaluation using rubric.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

Scanner, artwork, photographs, SmartBoard, career references, rubrics, internet, on-going notes, specific software(Adobe Illustrator, Adobe Paint,Photoshop, etc), data projector,

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

[Fine Arts Accommodations & Modifications](#)

Additional differentiation of activities may be based on individual student needs, and information stated in student IEP documents. Discussion activities may include, but are not limited to: student led, teacher led, collaborative small group, pairing and sharing, debate, etc. Class critique sessions may include, but are not limited to: oral, written, small group, full class, etc. Student presentations may include, but are not limited to: Power Point, performance, display boards, etc. Self and teacher evaluation using a rubric may include, but is not limited to: individual, collaborative, pre-conference, post-conference, etc. Use of technology will be based on individual activities (such as specific software, SmartBoard, data projector, internet, etc.) and student needs.