

# Unit 4 - Printmaking

Content Area: **Performing Arts**  
Course(s):  
Time Period: **Marking Period 4**  
Length: **9 Weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Printmaking

**Printmaking introduces artists to the possibilities of creating artworks while focusing on the Principles of Art and Design. Projects will include printmaking with cardboard, Gelli printing plates, and silk screen.**

## Learning Objectives

### Teaching Strategies:

- 1. Various teaching methods and techniques will be utilized in this course.**
  - 2. Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.**
  - 3. Sketchbook assignments will reinforce classroom knowledge and build upon prior understandings**
  - 4. In class assignments will produce works of art that reflect thoughtful consideration of concept in addition to skill building with a variety of fine and applied arts materials**
- Apply the knowledge gained to create their own print using one of the techniques
  - Identify the unique characteristics of each printmaking technique
  - Introduce the concept of printmaking and its significance in art
  - Understand the process and materials involved in Gelli Prints, screen printing, cyanotype, and ink printer
  - Work independently to create a print, applying their understanding of the chosen technique

## Unit Artists

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- Andy Warhol
- Barbara Jones-Hogu
- Delta Martin
- Elizabeth Catlett
- Karen Lederer
- Pablo Picasso
- Swoon

## Artistic Materials

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- Acetone
- Brayer
- Cardboard
- Cyanotype Mediums
- Gelli Plate
- Ink Printer
- Matt Knife
- Natural Organic Materials
- Newspapers
- Printing Ink
- Printing Papers
- Scissors
- Sponge
- Water

## Unit Vocabulary

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- Plate
- Block print
- Brayer
- Color Theory
- Cyanotype
- Gelli plate
- Layering
- Opaque
- Printing ink
- Printmaking
- Screen printing

- Translucent

## Essential Skills

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- Analyze and interpret artwork
- Analyze the role and responsibility of an artist
- Compare and contrast periods of art movements
- Critique and give constructive feedback on own artwork and artwork of others
- Develop a rich fine arts vocabulary
- Discuss global and social issues through artworks of the postmodern world
- Discuss the post modern art movement
- Discuss the roles of artists in local communities
- Discuss the use of art as a form of visual communication
- Display knowledge of various media and their properties
- Examine art's place in the world
- Examine self as an artist
- Identify and apply color relationships using color theory
- Properly and appropriately care for, store, and present artwork
- Safely use and store art materials
- Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- Use multiple approaches to begin creative endeavors.

## Standards

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VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

CAEP.9.2.12.C.7

Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

CAEP.9.2.12.C.9

Analyze the correlation between personal and financial behavior and employability.

## **Instructional Tasks/Activities**

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**Students will correctly demonstrate, perform, identify, discuss, analyze, compare the following:**

- Create a collaborative printmaking project where students combine different techniques to create a large-scale artwork
- Create a mixed media self portrait using the ink printer process
- Create a painting using oil paint sticks, cardboard, and found items
- Create a print using the cyanotype process
- Create multiple pieces of art using the Gelli printing plate
- Discuss each printmaking technique, highlighting the materials and process involved
- Experiment with the screen printer to create an artwork

## **Assessment Procedure**

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- Art Show presentation
- Artist portfolio
- Class Project
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Formal written critiques
- Journal / Student Reflection
- Kahoot
- Peer Review
- Performance
- Problem Correction
- Quiz
- Rubric
- Self-evaluated project goal and tracking
- Sketchbook checks
- Teacher Collected Data
- Test

- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Quiziz
- Screencastify
- View media of Masters works in Mixed Media to analyze and discuss

## **Accommodations & Modifications & Differentiation**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education. Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share

- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## Resources

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- Advanced cyanotype prints - Link: <https://www.youtube.com/watch?v=Fcl13Kd9Agc>
- Stencil Monoprint with Acrylic Paint and Cardboard - Link:  
<https://www.youtube.com/watch?v=qW9oe9TSZII>
- What Do I Need to Get Started: The Basics by Birgit Koopsen - Link:  
<https://www.youtube.com/watch?v=POR19Z7ayAY>