

01 Linoleum Block Printing/ Blotted Line Printing

Content Area: **Art**
Course(s):
Time Period: **Cycle**
Length: **6 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The arts offer tools for development. They enable personal, intellectual, and social development for each individual.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- artists create art to express what is important to them.

CONTENT AREA STANDARDS

VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
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.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

STUDENT LEARNING TARGETS

Declarative Knowledge

1. Students will be able to understand obligations and responsibilities of being a member of a community.

2. Students will be able to demonstrate this understanding every day through their interactions with others.
3. Students will be able to be conscientious of the impacts of their decisions on others and the environment around them.
4. Students will be able to 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.
5. Students will be able to be reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
6. Students will be able to readily access and use the knowledge and skills acquired through experience and education to be more productive.
7. Students will be able to make connections between abstract concepts with real-world applications.
8. Students will be able to make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
9. Students will be able to regularly think of ideas that solve problems in new and different ways, and contribute those ideas in a useful and productive manner to improve their organization.
10. Students will be able to consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and discern which ideas and suggestions will add greatest value.
11. Students will be able to seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace.
12. Students will be able to take action on their ideas and understand how to bring innovation to an organization.
13. Students will be able to demonstrate command of the conventions of standard English grammar and usage

when writing or speaking.

14. Students will be able to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues.

15. Students will be able to build on others' ideas and express their own clearly.

16. Students will be able to pose questions that elicit elaboration.

16. Students will be able to respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

17. Students will be able to acknowledge new information expressed by others.

18. Students will be able to modify their own views.

19. Students will be able to explain what symbols are and why they are important.

20. Students will be able to describe and explain the history of cave paintings of Caves of Lascaux.

Procedural Knowledge

Students will be able to:

1. analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

2. incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks.

3. use a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
4. apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art.
5. use tools and technologies that are appropriate to the theme and goals.
6. synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media). Students will be able to apply this knowledge to the creation of original artworks.
7. describe the proper use and clean up of materials in the art room.

EVIDENCE OF LEARNING

Alternative Assessments

- Portfolios
- Student/Teacher Conferences
- Projects

Formative Assessments

Questions/discussion

Why did the artists choose the subjects they portrayed on the cave walls?

Summative Assessments

Completed project

RESOURCES (Instructional, Supplemental, Intervention Materials)

Create symbols that represent what is important to themselves and their peers (currently)

Discuss Caves of Lascaux paintings

Carve the negative space from their linoleum blocks and test their images by doing a crayon rubbing

Use block printing tools and inks to print images from linoleum block symbol carvings.

Carve the opposite of the first image using positive space while printing negative space images

The Story of Painting (Beckett)

brayer, inking tray, baren, pencil

assorted block printing inks

4"x6" paper

placemat

linoleum symbol carving

INTERDISCIPLINARY CONNECTIONS

Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity. Work productively in teams while using cultural global competence. Literary responses (critical) Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.