

Jay Curriculum: Unit Cover Page

Unit title: Printmaking

Grade Level: 5-8

Content Area(s): Art

Date Created:

Designed By: Tamara Lindsey

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- A 1, 2, 3, 5, 7
- B 1-6
- C 1, 2, 3, 5, 6

Unit: Printmaking

Brief Summary of Unit/Topic

Summary:

A print is a shape or mark made from a printing block or other subject that is covered with wet color and then pressed on a flat surface, such as paper or cloth. Most prints can be repeated over and over again by re-inking the printing block. In this unit of study, students will be exploring the art of print making. The long history of printmaking will be explored through a variety of lessons from early Renaissance to Asian printmaking history and techniques.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

The terminology of prints and the technique of making a print.

Students will know:

Art History: appreciate and create prints using traditional and experimental methods

Art Criticism: use correct terms to describe, analyze, interpret and evaluate your own and other's prints

Creating Art: create and evaluate original prints with attention to their unique expressive, technical and sensory qualities.

Students will be able to:

Identify terms types and styles of printing. Pass a written safety test on lino cutting prints and use of tools.

Identify and have an understanding of the following printmaking terms: impression, edition, relief, intaglio, repeat print, silk screen, serigraphy, stencil, squeegee, brayer, shallow cut, inking plate, proof, collage, monoprint, engraving

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
	A1,2,3,5,7			
	B1,2,3,4,5,6			
	C1,2,3,5,6			
QUIZZES, TESTS, PROMPTS				
Teacher/student critique of prints				
OTHER				
Test Safety				
Print project and rubrics				
STUDENT SELF ASSESSMENT				
Individual and student/teacher evaluations for each printing project				
See attached printing rubrics				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

- Grade 5 Printing Lessons
 - Inuit prints
 - Styrofoam line drawing prints
- Grade 6 Printing Lessons
 - Collograph Prints
- Grade 7 Printing Lessons
 - Repeat Pattern Printing
- Grade 8 Printing Lessons
 - Initial Logo Design Prints
 - Mono Texture Prints

REFERENCES: