

Course Title: Printmaking

Little Chute
Visual Arts
10-12, .5

An introductory level printmaking class exposing students to image production from a single design. Emphasis is placed on incorporating the elements and principles of art, design basics, creativity of design and composition, creative use of tools and materials, and originality of work.

Course Essential Standards:

VA:Cr1.1.1a - Creating: I can generate and conceptualize artistic ideas and work.

VA:Cr3.1.1a - Creating: I can refine and complete artistic work.

VA:Pr5.1.1a - Presenting: I can develop and refine artistic techniques and work for presentation.

VA:Pr6.1.1a - Presenting: I can convey meaning through the presentation of artistic work.

VA:Re9.1.1a - Responding: I can apply criteria to evaluate artistic work.

VA:Cn10.1.1a - Connecting: I can synthesize and relate knowledge and personal experiences to make art.

Scope and Sequence

Timeframe	Unit	Instructional Topics
2 Days	Introduction to Printmaking	Elements & Principles, The Creative Process, Copyright, A Brief History of Printmaking, class protocols, etc.
Weeks 1-2 (7 days)	Unit 1 - Monoprints	What is a monoprint? History, materials, tools, process, etc.
Weeks 2-3 (6 days)	Unit 2 - Collagraphs	What is a collagraph? History, materials, tools, process, etc.
Weeks 4-5 (7 days)	Unit 3 - Foam Prints	What is a foam print? History, materials, tools, process, etc. Monochrome, colored print, cutouts?
Weeks 5-7 (10 days)	Unit 4 - Block Prints	What is block printing? History, materials, tools, process, etc. Cutouts? Printing on fabric/textiles
Weeks 7-9 (10 days)	Unit 5 - Relief Prints	What is relief printing? History, materials, tools, process, etc.

Weeks 9-11 (10 days)	Unit 6 - Dry Point (Etching)	What is dry point (etching)? History, materials, tools, process, etc.
Week 11-12 (7 days)	Unit 7 - Gelli Prints	What are Gelli prints? Brief history, materials, tools, process, etc.
Weeks 12-14 (10 days)	Unit 8 - Screen Printing (Serigraphy)	What is screen printing? History, materials, tools, process, etc. Printing on fabric/textiles
Weeks 14-16 (10 days)	Unit 9 - Lithography	**This may not happen if materials cannot be purchased.
Weeks 16-18 (10 days)	Unit 10 - Showcase	Prepping art show, reflection

Introduction to Printmaking

Duration of Unit: 1-2 days

Description of Unit: Review of elements and principles. Review the creative process. Discuss copyright. Discussion on a brief history of printmaking and the impact on the art world and world in general.

General housekeeping: pass out materials, discuss safety information, class expectations and protocols.

Essential Questions and/or Enduring Understandings:

1. What is printmaking?
2. What makes printmaking unique in art?
3. How did/does printmaking impact art history?

ESSENTIAL Standards	Learning Targets
VA:Re9.1.1a: Responding: I can apply criteria to evaluate artistic work.	<ul style="list-style-type: none"> ● Students will identify elements and principles of art with proficiency. ● Students will accurately and appropriately use elements and principles within the context of class discussion. ● Students will accurately and appropriately use and link elements and principles within the context of written and verbal critique.
VA:Cn11.1.1a: Connecting: I can relate	<ul style="list-style-type: none"> ● Students will understand and relate the differences between print processes.

artistic ideas and works with societal, cultural, and historical context to deepen understanding	<ul style="list-style-type: none"> ● Students will understand and relate the differences between printmaking and other art processes/genres. ● Students will understand and relate verbally and/or in writing the importance and impact of printmaking in history.
NICE TO KNOW Standards	Learning Targets

UNIT 1: Monoprints

Duration of Unit: weeks 1-2 (7 days)

Description of Unit: Students will learn about the history of monoprints and the process. They will create their own and embellish them with various other media post production. They will reflect on and critique their work.

Essential Questions and/or Enduring Understandings:

What is a monoprint?

How do I create a monoprint?

What makes this print technique different from others?

ESSENTIAL Standards	Learning Targets
VA:Pr5.1.Ia: Presenting: I can develop and refine artistic techniques and work for presentation.	<ul style="list-style-type: none"> ● Students will learn the process and history of printmaking. ● Students will demonstrate knowledge of monoprinting in a variety of ways (writing, critique, project, etc.) ● Students will create multiple monoprints.
VA:Re9.1.Ia:	<ul style="list-style-type: none"> ● Students will critique work.

Responding: I can apply criteria to evaluate artistic work.	
NICE TO KNOW Standards	Learning Targets

UNIT 2: Collagraphs

Duration of Unit: weeks 2-3 (6 days)

Description of Unit: Students will learn about the history of the collagraph and the process. They will create their own original collagraph landscape prints. They will reflect on and critique their work.

Essential Questions and/or Enduring Understandings:

What is a relief print?

What is a collagraph?

Why is a collagraph a relief print?

How do I create one?

What makes collagraphs different from other print processes?

ESSENTIAL Standards	Learning Targets
VA:Cr3.1.1a: Creating: I can refine and complete artistic work.	<ul style="list-style-type: none"> ● Students will learn about relief printmaking ● Students will learn about collagraphs. ● Students will demonstrate verbally/in writing/in project what a collagraph is. ● Students will accurately describe why a collagraph is a form of relief printmaking. ● Students will create a collagraph.
VA:Re9.1.1a:	<ul style="list-style-type: none"> ● Students will critique work.

Responding: I can apply criteria to evaluate artistic work.	
NICE TO KNOW Standards	Learning Targets

UNIT 3: Foam prints

Duration of Unit: weeks 4-5 (7 days)

Description of Unit: Students will learn about foam printmaking. This will be an experimental unit to prep them for the next two. They will learn the process and then be able to play with the application of color in various ways (different ink applications, cutouts). They will create an original print. Students will reflect on and critique their work.

Essential Questions and/or Enduring Understandings:

What is a relief print?

How does a foam print meet the definition of relief print?

How is this process different from others I've done so far?

How can I add color to my foam prints?

ESSENTIAL Standards	Learning Targets
VA:Cr1.1.1a: Creating: I can generate and conceptualize artistic ideas and work.	<ul style="list-style-type: none"> ● Students will accurately describe why foam printmaking is a form of relief print. ● Students will be able to express how and why this process is unique from others they've completed thus far. ● Students will review the creative process. ● Students will be able to conceptualize an idea for their project via the formal creative process. ● Students will be able to generate a plan for their project via the formal creative process. ● Students will be able to create a print using foam the relief method. ● Students will explore ways to add color to prints.
VA:Re9.1.1a: Responding: I can	<ul style="list-style-type: none"> ● Students will critique work.

apply criteria to evaluate artistic work.	
NICE TO KNOW Standards	Learning Targets

UNIT 4: Block prints

Duration of Unit: weeks 5-7 (10 days)

Description of Unit: Students will learn about block printing. They will learn about the history and process and apply it in various ways (radial/symmetrical print, printing on textiles). They will create several original prints. Students will reflect on and critique their work.

Essential Questions and/or Enduring Understandings:

Why is a block print a relief print?

What can I use to produce a block print?

How do I create a block print?

What are some ways I can extend my knowledge of block printing to create more complex prints?

ESSENTIAL Standards	Learning Targets
VA:Cr3.1.Ia: Creating: I can refine and complete artistic work.	<ul style="list-style-type: none"> ● Students will accurately describe why block printing is a form of relief print. ● Students will be able to express how and why this process is unique from others they've completed thus far. ● Students will be able to create a print using foam the relief method. ● Students will complete two prints exploring print registration and radial symmetry.

<p>VA:Cn10.1.1a: Connecting: I can synthesize and relate knowledge and personal experiences to make art.</p>	<ul style="list-style-type: none"> ● Students will be able to utilize personal knowledge and experiences to generate ideas, concepts, and project outcomes. ● Students will be able to utilize the formal creative process to move their project from idea/concept to completion.
<p>VA:Re9.1.1a: Responding: I can apply criteria to evaluate artistic work.</p>	<ul style="list-style-type: none"> ● Students will critique work.
<p>NICE TO KNOW Standards</p>	<p>Learning Targets</p>

UNIT 5: Paper relief prints

Duration of Unit: weeks 7-9 (10 days)

Description of Unit: Students will learn about relief printing, it's history, the process, what makes it different than foam and block printing. (It's an additive way of creating a print plate instead of subtractive.) They will create and original print. They will reflect on and critique their work.

Essential Questions and/or Enduring Understandings:

How can I use paper to create a print?

How does my understanding of positive and negative space effect the outcome of my print?

ESSENTIAL Standards

Learning Targets

VA:Cn11.1.1a: Connecting: I can relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	
VA:Cr1.1.1a: Creating: I can generate and conceptualize artistic ideas and work.	
VA:Re9.1.1a: Responding: I can apply criteria to evaluate artistic work.	<ul style="list-style-type: none"> Students will critique work.
NICE TO KNOW Standards	Learning Targets

UNIT 6: Drypoint (etching)

Duration of Unit: Weeks 9-11 (10 days)

Description of Unit: Students will learn about drypoint, the history, the process, what makes drypoint unique. They will create an original print. They will reflect on and critique their work.

Essential Questions and/or Enduring Understandings:

What is intaglio?

What makes dry point etching and intaglio process?

How do I create a dry point print?

How can I show changes of value in my print?

ESSENTIAL

Learning Targets

Standards		
VA:Pr5.1.1a: Presenting: I can develop and refine artistic techniques and work for presentation.		
VA:Re9.1.1a: Responding: I can apply criteria to evaluate artistic work.	<ul style="list-style-type: none"> • Students will critique work. 	
NICE TO KNOW Standards	Learning Targets	

UNIT 7: Gelli prints

Duration of Unit: Weeks 11-12 (7 days)

Description of Unit: Students will learn about gelli prints, the history, the process, and what makes this newer process different from other monoprint techniques and processes. They will create a series. Students will reflect on and critique their work.

Essential Questions and/or Enduring Understandings:

What is gelli printing?

What makes gelli printing different from other print forms?

ESSENTIAL Standards

Learning Targets

VA:Pr5.1.Ia: Presenting: I can develop and refine artistic techniques and work for presentation.	
NICE TO KNOW Standards	Learning Targets

UNIT 8: Screen printing

Duration of Unit: Weeks 12-14 (10 days)

Description of Unit: Students will learn about screen printing or serigraphy, it's history, the process, etc. They will create original prints using the stencil method and apply the process in various ways including printing on paper and textiles. They will reflect on and critique their work.

Essential Questions and/or Enduring Understandings:

What makes screen printing different from Intaglio or relief printing?

How do I create a screen print?

How can I extend my knowledge of screen printing to produce different results in printmaking? Printing on textiles?

**ESSENTIAL
Standards**

Learning Targets

VA:Pr6.1.Ia: Presenting: I
can convey meaning

through the presentation of artistic work.	
VA:Re9.1.1a: Responding: I can apply criteria to evaluate artistic work.	<ul style="list-style-type: none"> • Students will critique work.
NICE TO KNOW Standards	Learning Targets

UNIT 9: Lithography (if possible)

Duration of Unit: Weeks 14-16 (10 days)

Description of Unit: Students will learn about lithography, it's history and process. They will create original prints. They will reflect on and critique their work.

****This unit is contingent on the availability and cost of materials. If students are unable to complete this unit we will expand other units with further in-depth study and exploration and/or add a final project.**

Essential Questions and/or Enduring Understandings:

ESSENTIAL Standards	Learning Targets

NICE TO KNOW Standards	Learning Targets

UNIT 10: Student showcase

Duration of Unit: Weeks 16-18 (10 days)

Description of Unit: Students will choose, revise, rework, etc. work for display. They will spend time writing artistic statements and project descriptions and interpretations. Students will help jury and curate the art show (whether on site or virtual or both.) They may be required to complete a portfolio of work from the semester.

Essential Questions and/or Enduring Understandings:

ESSENTIAL Standards	Learning Targets
VA:Pr5.1.1a: Presenting: I can develop and refine artistic techniques and work for presentation.	
VA:Pr6.1.1a: Presenting: I can convey meaning through the presentation of artistic work.	

VA:Cn10.1.1a: Connecting: I can synthesize and relate knowledge and personal experiences to make art.	
NICE TO KNOW Standards	Learning Targets