

## Printmaking & Mixed Media I

Curriculum/Content Area: ART & DESIGN	Course Length: 9 weeks
Course Title: Printmaking + Mixed Media I	Date last reviewed: 2020 <a href="#">Link to Previous UbD</a>
Prerequisites: n/a	Board approval date: Feb. 2021
Primary Resource:NA	

### Desired Results

#### Course description and purpose:

Printmaking and Mixed Media I introduces students to printmaking techniques such as monotype, collagraph, relief and screen-printing. Students will explore using a variety of art materials together in an artwork. Projects may incorporate painting, bookmaking, collage, printmaking, drawing, sculpture and found objects.

#### Career Clusters Connections:

- ARTS, AUDIO/VISUAL & COMMUNICATIONS
- MANUFACTURING

Enduring Understandings:	Essential Questions: <i>big picture questions, aligned with enduring understandings</i>
<b>CREATING</b>	
Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> <li>❖ What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>❖ What factors prevent or encourage people to take creative risks?</li> <li>❖ How does collaboration expand the creative process?</li> </ul>
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.	<ul style="list-style-type: none"> <li>❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>❖ Why do artists follow or break from established traditions?</li> <li>❖ How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul>
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	<ul style="list-style-type: none"> <li>❖ How do objects, places, and design shape lives and communities?</li> <li>❖ How do artists and designers determine goals for designing or redesigning objects, places, or systems?</li> <li>❖ How do artists and designers create works of art or design that effectively communicate?</li> </ul>

<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<ul style="list-style-type: none"> <li>❖ What role does persistence play in revising, refining, and developing work?</li> <li>❖ How do artists grow and become accomplished in art forms?</li> <li>❖ How does collaboratively reflecting on a work help us experience it more completely?</li> </ul>
<p><b>PRESENTING</b></p>	
<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p>	<ul style="list-style-type: none"> <li>❖ How are artworks cared for and by whom?</li> <li>❖ What criteria, methods, and processes are used to select work for preservation or presentation?</li> <li>❖ Why do people value objects, artifacts, and artworks, and select them for presentation?</li> </ul>
<p><b>RESPONDING</b></p>	
<p>People gain insights into meanings of artworks by engaging in the process of art criticism</p>	<ul style="list-style-type: none"> <li>❖ What is the value of engaging in the process of art criticism?</li> <li>❖ How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> </ul>
<p><b>CONNECTING</b></p>	
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<ul style="list-style-type: none"> <li>❖ How does engaging in creating art enrich people's lives?</li> <li>❖ How does making art attune people to their surroundings?</li> <li>❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>

<p><b>PRIORITY STANDARDS</b></p>	
<p>WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.</p>	
<p>WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.</p>	
<p>WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.</p>	
<p>WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.</p>	

## Supporting Standard Clusters

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.10.h: Develop. Meaning Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
- A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- A.A.R.18.h: Interpret. Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
- A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.
- A.A.Cn.11.h: Career. Connections Research or experience options in art and design careers.
- A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

## Unit 1 - Introduction to Printmaking Techniques

### Essential Questions:

1. What role does persistence play in revising, refining, and developing work?
2. How do artists grow and become accomplished in art forms?
3. How does collaboratively reflecting on a work help us experience it more completely?

### Unit Standards

### Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

### Supporting Standards

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: **Plan.** Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: **Make.** Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.12.h: **Share.** Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.20.h: **Evaluate.** Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: **Interdisciplinary.** Apply interdisciplinary perspectives in own artistic work.

### Learning Targets

- I can explore a variety of printmaking techniques to create multiple solutions for art problems.
- I can safely apply techniques and processes to create works.
- I can practice techniques and processes to develop a repertoire of personal observations and interpretations.
- I can experiment with printmaking techniques and learn from trial and error.
- I can make a work of art without having a preconceived idea.
- I can create artwork to communicate visually.
- I can recognize and use science principles (color, light, matter, etc.) in art.

### Assessment Evidence

#### Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC](#)

#### Performance Assessment Options

May include, but are not limited to the following:

#### Artistic Process

Check all that apply:

#### Differentiation Strategies/ Strategies for Inclusion

May include, but are not limited to the following:

Intaglio Print

- ✓ Creating
- ✓ Presenting
- ✓ Responding
- ✓ Connecting

- Emphasis on student voice and choice to direct learning based on interests
- Adaptive tools can be used to assist with techniques
- Collaboration between instructor and students to build on previous knowledge

		<p>and skills</p> <ul style="list-style-type: none"> <li>● Assessment and/or criteria can be modified on an individual basis</li> </ul>
Relief Print	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Emphasis on student voice and choice to direct learning based on interests</li> <li>● Adaptive tools can be used to assist with techniques</li> <li>● Collaboration between instructor and students to build on previous knowledge and skills</li> <li>● Assessment and/or criteria can be modified on an individual basis</li> </ul>
Screenprinting	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Emphasis on student voice and choice to direct learning based on interests</li> <li>● Adaptive tools can be used to assist with techniques</li> <li>● Collaboration between instructor and students to build on previous knowledge and skills</li> <li>● Assessment and/or criteria can be modified on an individual basis</li> </ul>
Monotype	<ul style="list-style-type: none"> <li>✓ Creating</li> <li><input type="checkbox"/> Presenting</li> <li><input type="checkbox"/> Responding</li> <li><input type="checkbox"/> Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Emphasis on student voice and choice to direct learning based on interests</li> <li>● Adaptive tools can be used to assist with techniques</li> <li>● Collaboration between instructor and students to build on previous knowledge and skills</li> <li>● Assessment and/or criteria can be modified on an individual basis</li> </ul>
<b>Digital Tools &amp; Supplementary Resources</b>		
<ul style="list-style-type: none"> <li>● Canvas Course, recorded demonstrations, course website, etc.</li> <li>● Access to Adobe Photoshop, Adobe Illustrator and digital drawing tablets, etc.</li> <li>● Access to laser cutter</li> </ul>		

**Unit 2 - Introduction to Mixed Media Techniques**

**Essential Questions:**

1. What role does persistence play in revising, refining, and developing work?

2. How do artists grow and become accomplished in art forms?
3. How does collaboratively reflecting on a work help us experience it more completely?

### Unit Standards

#### Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

#### Supporting Standards

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.

### Learning Targets

- I can explore a variety of mixed media techniques to create multiple solutions for art problems.
- I can practice techniques and processes to develop a repertoire of personal observations and interpretations.
- I can create artwork to communicate visually.
- I can create artwork in response to another subject area, using literature, music, graphs, maps, etc.

### Assessment Evidence

#### Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC](#)

<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i>	<b>Artistic Process</b> <i>Check all that apply:</i>	<b>Differentiation Strategies/ Strategies for Inclusion</b> <i>May include, but are not limited to the following:</i>
Mixed Media Techniques: (building layers and backgrounds with a variety of	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> <li>● Emphasis on student voice and choice to direct learning based on interests</li> <li>● Adaptive tools can be used to assist with</li> </ul>

materials)		<p>techniques</p> <ul style="list-style-type: none"> <li>● Collaboration between instructor and students to build on previous knowledge and skills</li> <li>● Assessment and/or criteria can be modified on an individual basis</li> </ul>
Transfers and Collage	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>☐ Presenting</li> <li>☐ Responding</li> <li>☐ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Emphasis on student voice and choice to direct learning based on interests</li> <li>● Adaptive tools can be used to assist with techniques</li> <li>● Collaboration between instructor and students to build on previous knowledge and skills</li> <li>● Assessment and/or criteria can be modified on an individual basis</li> </ul>
Artist Trading Cards, Mixed Media Mini Book	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Emphasis on student voice and choice to direct learning based on interests</li> <li>● Adaptive tools can be used to assist with techniques</li> <li>● Collaboration between instructor and students to build on previous knowledge and skills</li> <li>● Assessment and/or criteria can be modified on an individual basis</li> </ul>
<b>Digital Tools &amp; Supplementary Resources</b>		
<ul style="list-style-type: none"> <li>● Canvas Course, recorded demonstrations, course website, etc.</li> <li>● Access to Adobe Photoshop, Adobe Illustrator and digitabrawing tablets, etc.</li> </ul>		

<b>Unit 3 - Sketchbook Design and Composition</b>
<b>Essential Questions:</b>
<ol style="list-style-type: none"> <li>1. What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>2. What factors prevent or encourage people to take creative risks?</li> <li>3. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>4. How do artists and designers create works of art or design that effectively communicate?</li> </ol>
<b>Unit Standards</b>
<b>Priority Standards</b>

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

**Supporting Standards**

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.

**Learning Targets**

- I can create prints and mixed media artwork using the elements and principles of design.
- I can apply knowledge of composition skills to artwork.
- I can revise and refine my artwork using critique and feedback from me and from others.
- I can reflect upon my own artwork and explain my artistic choices.
- I can evaluate artwork to develop visual knowledge.
- I can communicate about artwork using art vocabulary.
- I can use different types of technology and books for research, documentation, and creating artwork.

**Assessment Evidence**

**Feedback & Scoring Rubric(s) based on Priority Standards**

*Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"*

- [\*\*UNIVERSAL ART RUBRIC\*\*](#)

<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i>	<b>Artistic Process</b> <i>Check all that apply:</i>	<b>Differentiation Strategies/ Strategies for Inclusion</b> <i>May include, but are not limited to the following:</i>
Sketchnotes (visually demonstrating vocabulary, printmaking tools and mixed media techniques)	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Sketchnotes can be presented in the following ways: hand drawn in sketchbook, digitally rendered, using photographs, orally discussed with instructor, etc.</li> </ul>
Thumbnail sketches documentation of	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> </ul>	<ul style="list-style-type: none"> <li>● Thumbnail sketches can be created in the following ways: hand drawn in sketchbook</li> </ul>



artistic process and creative problem solving	<ul style="list-style-type: none"> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	or digitally rendered. Quantity and complexity of thumbnail sketches can be modified for individual students.
Reflections	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating</li> <li><input type="checkbox"/> Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Reflections can be presented in the following ways: handwritten/hand drawn, digitally rendered, orally discussed with instructor, taped presentation, etc.</li> </ul>
Artist Investigation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating</li> <li><input type="checkbox"/> Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Artist studies can be presented in the following ways: handwritten/hand drawn, digitally rendered, orally presented to instructor, taped presentation, etc.</li> </ul>
Artistic Research	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Artistic Research can be presented in the following ways: shared digital inspiration board, collection of drawings/paintings, photographic inspiration, list of art styles or historical examples, etc.</li> </ul>
<b>Digital Tools &amp; Supplementary Resources</b>		
<ul style="list-style-type: none"> <li>● Canvas Course, recorded demonstrations, course website, etc.</li> <li>● Access to Adobe Photoshop, Adobe Illustrator and digitabrawing tablets, etc.</li> </ul>		