

Printmaking & Mixed Media III

Curriculum/Content Area: ART & DESIGN	Course Length: 9 weeks
Course Title: Printmaking + Mixed Media III	Date last reviewed: 2020 Link to Previous UbD
Prerequisites:	Board approval date: Feb. 2021
Primary Resource:NA	

Desired Results

Course description and purpose:

Printmaking and Mixed Media III is for the student with an enthusiasm for expanding their knowledge about the printmaking process in a personal and professional manner. Printmaking and Mixed Media III will encompass more independent access to printmaking tools and mixed media techniques. Students will receive a more in-depth experience in intaglio, relief, monotype, and lithography processes. Students will develop ideas using mixed media techniques and expand on their previous knowledge through the combination of techniques. The elements and principles of art and design will be established for a student to critically analyze and evaluate methods of creating artwork and establishing a series of artworks related to a common theme of their choosing. Students will leave the class with refined skills of printmaking and mixed media processes that will translate to more successful artistic ventures. Recommended for careers in: advertising, fashion design, graphic design, package design, textiles, illustration and many more.

Career Clusters Connections:

- ARTS, AUDIO/VISUAL & COMMUNICATIONS
- MANUFACTURING

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

<p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p>	<ul style="list-style-type: none"> ❖ How do objects, places, and design shape lives and communities? ❖ How do artists and designers determine goals for designing or redesigning objects, places, or systems? ❖ How do artists and designers create works of art or design that effectively communicate?
<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"> ❖ What role does persistence play in revising, refining, and developing work? ❖ How do artists grow and become accomplished in art forms? ❖ How does collaboratively reflecting on a work help us experience it more completely?
PRESENTING	
<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"> ❖ How are artworks cared for and by whom? ❖ What criteria, methods, and processes are used to select work for preservation or presentation? ❖ Why do people value objects, artifacts, and artworks, and select them for presentation?
RESPONDING	
<p>People gain insights into meanings of artworks by engaging in the process of art criticism</p>	<ul style="list-style-type: none"> ❖ What is the value of engaging in the process of art criticism? ❖ 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?
CONNECTING	
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<ul style="list-style-type: none"> ❖ How does engaging in creating art enrich people's lives? ❖ How does making art attune people to their surroundings? ❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

PRIORITY STANDARDS	
<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>	

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 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 - Materials and Techniques- Mixed Media Printmaking

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 demonstrate knowledge of traditional and contemporary applications of printmaking and mixed media techniques.
- I can create a series of work using a variety of materials to present complex solutions to different applications of media.
- I can demonstrate knowledge of composition vocabulary and skills to generate advanced artistic solutions.
- I can create a series of original, complex, and creative art works that confidently utilize the elements and principles of design.
- I can research traditional and contemporary artists to encourage personal growth and knowledge of printmaking and mixed media materials and techniques.

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**

Artistic Process
Check all that apply:

Differentiation Strategies/ Strategies for Inclusion
May include, but are not limited to the following:

<i>May include, but are not limited to the following:</i>		
Experimental Printmaking	<ul style="list-style-type: none"> ✓ Creating ☐ Presenting ☐ Responding ☐ Connecting 	<ul style="list-style-type: none"> ● 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 and skills ● Assessment and/or criteria can be modified on an individual basis
Large-Scale Printmaking	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● 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 and skills ● Assessment and/or criteria can be modified on an individual basis
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> ● Canvas Course, recorded demonstrations, course website, etc. ● Access to Adobe Photoshop, Adobe Illustrator and digitabrawing tablets, etc. 		

Unit 2- Idea Development
Essential Questions:
<ol style="list-style-type: none"> 1. What conditions, attitudes, and behaviors support creativity and innovative thinking? 2. What factors prevent or encourage people to take creative risks? 3. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? 4. How do artists and designers create works of art or design that effectively communicate?
Unit Standards
Priority Standards <ul style="list-style-type: none"> ● 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 research exemplary traditional and contemporary artists to generate a successful theme to a series of artworks.
- I can understand and implement methods of contemporary and traditional compositional techniques to refine artwork.
- I can implement the elements and principles of design to encourage the development of an original and creative art work.
- I can describe, interpret, and analyze my artistic intent of a piece of art that I am presenting.
- I can develop and document my portfolio of artwork for presentation.
- I can evaluate artwork through critique both orally and in writing.

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 <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
Large-Scale Mixed Media	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● 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 and skills ● Assessment and/or criteria can be modified on an individual basis

<p>Mixed Media Series</p> <ul style="list-style-type: none"> <input type="checkbox"/> Theme <input type="checkbox"/> Idea <input type="checkbox"/> Concept <input type="checkbox"/> Voice <input type="checkbox"/> Composition <input type="checkbox"/> Artist Statement 	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● 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 and skills ● Assessment and/or criteria can be modified on an individual basis
<p>Digital Tools & Supplementary Resources</p>		
<ul style="list-style-type: none"> ● Canvas Course, recorded demonstrations, course website, etc. ● Access to Adobe Photoshop, Adobe Illustrator and digitabrawing tablets, etc. 		

Unit 3 - Sketchbook Design and Composition

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. What factors prevent or encourage people to take creative risks?
3. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
4. How do artists and designers create works of art or design that effectively communicate?

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 criticallyinterpret 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 bypractice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted worksof 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 relevantcriteria 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 interdisciplinaryperspectives in own artistic work.

Learning Targets

- I can create a variety of thoughtful and in depth solutions for a series of creative problems.
- I can write and refine reflections consisting of artistic intention, the process of art-making, and future artistic endeavors.
- I can apply previously learned techniques and art vocabulary to generate new methods of creating artwork.
- I can create and evaluate meaning in artwork.
- I can demonstrate knowledge of the elements and principles of design through practicing with different materials, techniques, and concepts in art-making.

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 <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <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"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> • Sketchnotes can be presented in the following ways: hand drawn in sketchbook, digitally rendered, using photographs, orally discussed with instructor, etc.
Thumbnail sketches documentation of artistic process and creative problem solving	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> • Thumbnail sketches can be created in the following ways: hand drawn in sketchbook or digitally rendered. Quantity and complexity of thumbnail sketches can be modified for individual students.
Reflections	<ul style="list-style-type: none"> <input type="checkbox"/> Creating <input type="checkbox"/> Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> • Reflections can be presented in the following ways: handwritten/hand drawn, digitally rendered, orally discussed with instructor, taped presentation, etc.
Artist Investigation	<ul style="list-style-type: none"> <input type="checkbox"/> Creating <input type="checkbox"/> Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> • Artist studies can be presented in the following ways: handwritten/hand drawn, digitally rendered, orally presented to instructor, taped presentation, etc.
Artistic Research	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> • 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.
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none">• Canvas Course, recorded demonstrations, course website, etc.• Access to Adobe Photoshop, Adobe Illustrator and digitabrawing tablets, etc.		