



Printmaking - Unit 3 - Experimental Printmaking Series for Peace

Unit Focus

In this unit, students will collaboratively brainstorm and develop imagery suited to multiple, experimental printmaking processes, for the creation of a series of prints that are inspired by and honor the culture or social cause researched. The works may include maps, symbols, language and or other symbolic motifs.

Students will apply their research and printmaking experiences to create a series of prints that will be prepared for a specific audience/purpose. Students will run multiple monotypes that can include stencils, chine-colle, and or drypoint plates. The initial compositional process and selection of color schemes is deliberate however, after an initial pass through the press, students will experiment manipulating their prints or plate(s) in response to their print.

Students will learn by teacher demonstration, guided practice and peer to peer evaluation.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none"> National Core Arts Standards <ul style="list-style-type: none"> <i>Visual Arts: HS Proficient</i> <ul style="list-style-type: none"> Relate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (VA:Cn11.1.HSI) Describe how knowledge of culture, traditions, and history may influence personal responses to art. (VA:Cn11.1.HSI.a) Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.HSI) Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. (VA:Cr1.2.HSI.a) Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.HSI) Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. (VA:Cr3.1.HSI.a) National Council for the Social Studies (NCSS) Standards <ul style="list-style-type: none"> <i>Social Studies: K-12</i> <ul style="list-style-type: none"> Global Connections Social studies programs should include experiences that provide for the study of global connections and independence, so that the learner can: (NCSS.IX) explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding; (NCSS.IX.a) 	<i>Students will be able to independently use their learning to...</i> T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Listen, exchange, evaluate, and build upon ideas. T3 Gather information from a variety of resources and perspectives to build cultural context. T4 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective (Collective Intelligence, Perseverance, Alternate Perspectives)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. U2 Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist. U3 How we see the world (the judgments we make, the people we relate to) is	<i>Students will keep considering...</i> Q1 What inspires me? Where do I get my ideas from? Q2 K-3: What does quality look/feel/sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece? Q3 How does knowing more about the topic change or deepen my understanding?

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*
- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. *(POG.4.1)*

dependent upon experience (personal, historical, current events).

Q4 How do I collect, organize, and analyze information from multiple sources?

Q5 How can I connect with people (right now) who speak another language?

Acquisition of Knowledge and Skill

Knowledge

Skill(s)

Students will know...

K1 How to research imagery (maps, cultural symbols, etc.) and design with multiple printmaking processes, for a series of thematically connected prints.

K2 Design Principles and Elements - Basic Composition (Design Methods)

K3 Who our intended audience is and the purpose of the artwork.

K4 Printmaking techniques including drypoint and basic printmaking preparations including measuring, tearing, soaking and blotting paper.

Students will be skilled at...

S1 Manipulating color schemes and compositional elements for visual emphasis and contrast: Chine Colle, Multi-Plate Composition

S2 Orchestrating composition utilizing different print techniques and imagery: Planograph, Drypoint, Relief Printing, Collagraph, Intaglio Printing

S3 Responding to and adjusting (embellishing) work after first pass through the press.

S4 Creating works of art with an intended message (Art Activism - Peace-Building) for a audience.