



# Printmaking - Unit 2 - Collagraph Project for a Cause

## Unit Focus

In this unit, students will develop imagery, based on a chosen class theme, to create a collagraph print for a cause. The students' collagraph work should be on behalf of or benefit others. The collagraph prints may be exchanged with an international or regional partner. Or, they may be exhibited to raise awareness about an issue the students are concerned about (i.g environmental, socio-political, etc.). it's also possible that the prints could be offered for sale or donation to benefit a local non-profit.

They will apply their knowledge of a chosen topic and design to create a collagraph print informed by compositional studies and selected color schemes. \*

Students will learn through teacher demonstration and guided practice to create thematic collagraph prints and prepare them for an art installation.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• National Core Arts Standards               <ul style="list-style-type: none"> <li>○ <i>Visual Arts: HS Proficient</i></li> <li>▪ Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.HSI)</li> <li>▪ Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. (VA:Cr1.2.HSI.a)</li> <li>▪ Perceive: Perceive and analyze artistic work. (VA:Re7.1.HSI)</li> <li>▪ Hypothesize ways in which art influences perception and understanding of human experiences. (VA:Re7.1.HSI.a)</li> </ul> </li> <li>• National Council for the Social Studies (NCSS) Standards               <ul style="list-style-type: none"> <li>○ <i>Social Studies: K-12</i></li> <li>▪ 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)</li> <li>▪ explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species; (NCSS.IX.d)</li> </ul> </li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>○ Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)</li> <li>○ Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Create works of art to personally engage in the artistic process and/or communicate meaning</p> <p><b>T2</b> Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p>	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<p><i>Students will understand that...</i></p> <p><b>U1</b> Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.</p> <p><b>U2</b> Language and images have the power to inspire action.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> What inspires me? Where do I get my ideas from?</p> <p><b>Q2</b> Based on the purpose, how do I decide what to share?</p> <p><b>Q3</b> Why is being mindful of others important?</p>
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
<p><i>Students will know...</i></p> <p><b>K1</b> How to research imagery and design with within the constraints of established criteria.</p> <p><b>K2</b> Design Principles and Elements - Basic Composition (Design Methods)</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Composing and selecting a plate design that is consistent with preliminary thumbnail sketch and theme.</p>	

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>○ Product Creation: Effectively use a medium to communicate important information. <i>(POG.3.2)</i></li> </ul>	<p><b>K3</b> Foundational Color Mixing and Color Schemes (values and or intensities)</p> <p><b>K4</b> Design process for creating a collagraph plate and print.</p> <p><b>K5</b> Who our intended audience is and the purpose of the artwork.</p>	<p><b>S2</b> Creating a collagraph plate and print based on their selected design compositions and color schemes.</p> <p><b>S3</b> Refining craftsmanship throughout creative process.</p> <p><b>S4</b> Mixing values and or intensities of selected color schemes</p> <p><b>S5</b> Applying ink, compatible with print process</p> <p><b>S6</b> Preparing artwork for a public audience</p> <p><b>S7</b> Evaluating when and how to take action based on feedback given.</p>
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