

Pembroke High School
Visual Arts Department
Curriculum

Printmaking

Course: Printmaking

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Gelli Printing</p> <p>Color Schemes with Texture</p> <p>Timeline: 2 Weeks</p> <p>Essential Question(s):</p> <p>What are the elements and principles of art?</p> <p>What is color and the terms associated with color and the color wheel?</p> <p>What are color schemes?</p> <p>What is texture in art and it's relation to color and printing?</p>	<p>Students will learn the language of art (the elements and principles of art).</p> <p>Students will learn the importance of color theory in art and how to mix paint to get a desired color.</p> <p>Students will learn proper printing techniques.</p> <p>Students will learn how to create different 3 layered prints that demonstrate texture and color schemes</p>	<p>Students will complete a series of terms/vocabulary associated with color and color theory.</p> <p>Students will complete a worksheet of different color schemes.</p> <p>Students will mix find and use different materials to create a variety of different textures for their final prints.</p> <p>Students will create examples of 5 different color schemes and use this to create final prints.</p>	<p>Vocabulary worksheet including Elements and Principles of art and Color Scheme Worksheet.</p> <p><u>Unit Quiz:</u> Focus on Vocabulary & Color Scheme terminology.</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p>	<p><i>Glenco ArtTalk</i> Textbook for vocabulary & terminology.</p> <p><i>Glenco ArtTalk</i> Textbook Chapter 6 : Color</p> <p>Classroom Posters of Elements and Principles and Color Schemes.</p> <p>Previous Student work for examples.</p>	<p>MA Frameworks:</p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.</p> <p>1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium.</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p>

What are examples of texture?					<p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> <i>Hardline Printing</i></p> <p>Abstract Shapes with Color Schemes</p> <p><u>Timeline:</u> 2 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What is a layered print?</p> <p>What are split complementary colors and how can</p>	<p>Students will learn and demonstrate printing.</p> <p>Demonstrate how to demonstrate layers and create depth through layering of colors.</p> <p>Students will learn and demonstrate balance through positive and negative space.</p> <p>Students will learn and demonstrate how to create a</p>	<p>Students will complete a series of terms/vocabulary associated with acrylic paint and printmaking terminology.</p> <p>Students will use tape to create layers and balance.</p> <p>Students will be challenged to work backwards to create a print with abstract details.</p>	<p>Vocabulary worksheet</p> <p>Color Schemes Worksheet</p> <p><u>Unit Quiz:</u> Focus on Vocabulary & Color schemes.</p> <p><u>Grading Rubric</u> Monochromatic and Split Complementary layered print. (Student/Peer/Teacher Assessment)</p>	<p>Glenco <i>ArtTalk</i> Textbook for vocabulary & terminology.</p> <p>Glenco <i>ArtTalk</i> Textbook Chapter 6 : Color</p> <p>The Printmaking Bible</p> <p>PowerPoint with Project Guidelines</p> <p>Previous Student work for examples.</p>	<p><u>MA Frameworks:</u></p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium</p> <p>2.12 Apply knowledge of color theory to a project focusing on the use of complementary colors. Be able to use values of colors in wet and dry media to create the illusion of 3D form on a 2D surface</p>

<p>they be used as a color scheme? What is negative space? What is the depth in a print? What are the skills need to mix colors?</p>	<p>visually interesting print. Students will learn and demonstrate how to create balance in their prints. Students will demonstrate abstract ideas in prints.</p>	<p>Students will complete a series of prints demonstrating depth through use of layers and positive and negative space.</p>			<p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and</p>
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					<p>historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> <i>Monoprinting</i></p> <p>Printing Composition (Timeline: 3 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What are the major components of a picture plane?</p>	<p>Students will learn and demonstrate the elements of line, shape, space & value.</p> <p>Students will learn and demonstrate a variety of different line applications using monoprinting as a medium.</p> <p>Students will learn and demonstrate how to effectively</p>	<p>Students will complete a series of terms/vocabulary associated with monoprinting as a medium.</p> <p>Students will create a practice drawing of a desired subject to use as the basis for their project.</p> <p>Students will individually draw a</p>	<p>Vocabulary worksheet</p> <p><u>Unit Quiz:</u> Focus on Vocabulary & terminology associated with monoprinting</p> <p>Line worksheet</p> <p><u>Drawing Composition</u> including sketched ideas and reference materials for assignment.</p>	<p><i>Glenco ArtTalk</i> Textbook for vocabulary & terminology.</p> <p><i>The Printmaking Bible.</i></p> <p>. Hume, Teachers Book of Lists</p>	<p><u>MA Frameworks:</u></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>1.10 Use electronic technology for reference and for creating original work</p>

<p>What is hatching and crosshatching?</p> <p>What are the different techniques used in printmaking?</p> <p>How to show original ideas/creativity is an original art pieces?</p> <p>What is value?</p> <p>How can I show depth using only different types of lines?</p> <p>What are line weights?</p> <p>Why are the pro's and con's of this printing technique?</p> <p>What are the tools needed to create a monoprint?</p>	<p>determine and draw the areas of a picture plane.</p> <p>Students will learn how to create a unique print through hand coloring.</p>	<p>composition showing a variety of line weights to create value.</p> <p>Students will create and complete a print including a foreground, middle ground, and background.</p>	<p><u>Grading Rubric:</u> Good use of line to create value that shows hatching and cross hatching.</p>	<p>PowerPoint with Project Guidelines</p> <p>Previous Student work for examples.</p>	<p>1.14 Demonstrate a mastery of tools and techniques in one medium</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.11 Demonstrate the ability to develop an idea through multiple stages,</p>
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					<p>responding to criticism and self-assessment</p> <p>5.11 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> <i>Stamp Printing</i></p> <p><i>Stamp Print Letter Design</i></p> <p><u>Timeline:</u></p>	Students will learn and demonstrate mastery of materials, concepts, and personal concentration when	Students will complete a series of terms/vocabulary associated with Abstract expressionism and the lesson.	<p>Vocabulary worksheet</p> <p><u>Unit Quiz:</u> Focus on Vocabulary & terminology associated with printing and tools.</p>	<p>Glenco <i>ArtTalk</i> Textbook for vocabulary & terminology.</p> <p>The Printmaking Bible</p>	<p><u>MA Frameworks:</u></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of</p>

<p>4 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What is a motif?</p> <p>How do I carve a tile?</p> <p>How do I safely handle carving tools?</p> <p>Why is font choice important?</p> <p>How do I work in a grid?</p> <p>What is negative space?</p> <p>How do I create larger patterns using different styles of rotation?</p>	<p>creating original artworks.</p> <p>Critique their own works, the works of peers and other artists on the basis of the formal technical and expressive aspects in the works.</p> <p>Students will create an overall pattern using rotation of design motif- stamp print</p> <p>Students will learn and demonstrate the use of different textures in a composition.</p> <p>Students will learn and demonstrate how to properly and safely carve a rubber block.</p> <p>Students will learn and demonstrate the use of color, shape, rotation, and pattern to create a larger image.</p>	<p>Students will complete a worksheet, focusing on color scheme and a rough draft layout of their design (for both the hard edge background & splatter applications).</p> <p>Students will create a stretched canvas to use as support for their final painting.</p> <p>Students will create practice "splatters" on scrap pieces of paper to experiment w/ technique and application.</p> <p>Students will complete a series of abstract prints to create a larger image.</p>	<p><u>Sketchbook Drawing</u> 10 different examples of fonts</p> <p><u>Grading Rubric</u> (Student/Peer/Teacher Assessment)</p>	<p>PowerPoint with Project Guidelines and safety techniques</p> <p><u>Exemplars</u></p> <p>Islamic Tile designs</p> <p>Explore Escher Patterns http://library.wolfram.com/explorations/explorer/escher.html</p> <p>Incredible Art Lessons</p> <p>Previous Student work for examples.</p>	<p>unique characteristics of particular media, materials, and tools</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p> <p>4.9 Demonstrate the ability to conceptualize,</p>
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	<p>Students will research and find a font that supports their design idea. .</p>				<p>organize, and complete long-term projects, alone and in group settings</p> <p>4.12 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.12 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p>
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					Explore and express ideas through the applied and performing arts.
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <i>Linoleum Printing</i></p> <p>Rise and Wander</p> <p>Timeline: 4-5 Weeks</p> <p>Essential Question(s):</p> <p>What is an linoleum printing?</p> <p>How do I carve linoleum??</p> <p>What is positive and negative space?</p> <p>What are the tools used to create an Impressionism painting?</p>	<p>Students will learn and demonstrate how to create a linoleum print using realism.</p> <p>Students will use different carving blades to create different types of lines.</p> <p>Students will demonstrate the arrangement of light, shadow, highlights and lowlights in a work of art.</p> <p>Students will research Rise and Wander on Instagram to create their own landscape ideas.</p> <p>Students will continue to learn and</p>	<p>Students will complete a series of terms/vocabulary associated with Impressionism painting.</p> <p>Students will gesso and prepare a board as a support for their final painting.</p> <p>Students will electronically select a landscape image or use their own photograph to use for their final painting.</p>	<p>Vocabulary Worksheet</p> <p>Perspective Worksheet</p> <p>Unit Quiz: Focus on Vocabulary & terminology associated with linoleum printmaking. Reference image/photograph for final print.</p> <p>Grading Rubric: Linoleum Printing (Student/Peer/Teacher Assessment)</p>	<p>Glenco <i>ArtTalk</i> Textbook for vocabulary & terminology.</p> <p>Instagram- Rise and Wander</p> <p>Rise and Wander.com</p> <p>Previous Student work for examples</p>	<p>MA Frameworks:</p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>1.10 Use electronic technology for reference and for creating original work</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium</p>

<p>How can I use line to create depth in a 2D plane?</p> <p>What are the rules of perspective?</p>	<p>demonstrate the use of the picture plane.</p>				<p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.13 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>
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	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Bleach T-Shirts</p> <p><i>Personal Logo Design</i></p>	<p>Students will use their personal stories as their subject matter to create a</p>	<p>Students will complete a logo that describes themselves through design.</p>	<p>Vocabulary Worksheet</p> <p><u>Drawing worksheet</u> Including sketched ideas and reference</p>	<p>Glenco <i>ArtTalk</i> Textbook for vocabulary & terminology.</p> <p><i>The printmaking Bible</i></p>	<p><u>MA Frameworks:</u></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show</p>

<p><u>Timeline:</u> 3 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What is my personal logo?</p> <p>What is positive and negative space?</p> <p>What is shape?</p> <p>What is unity in art?</p> <p>How can I use imagery to express my ideas?</p>	<p>personal logo of who they are.</p> <p>Students will learn and demonstrate balance through proper use of negative and positive space.</p> <p>Students will have a better understanding of placement to create a visually appealing product.</p> <p>Students will create wearable art.</p> <p>Students will learn problem-solving skills to create a visually interesting design.</p>	<p>Students will complete rough draft ideas and focus on balance.</p> <p>Students will use positive and negative space to create a balanced logo.</p>	<p>positive and negative space.</p> <p><u>Grading Rubric</u></p> <p>(Student/Peer/Teacher Assessment)</p>	<p><i>TheArtofEd.com</i></p> <p>Previous Student work for examples</p>	<p>knowledge of unique characteristics of particular media, materials, and tools</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.11 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete</p>
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					<p>long-term projects, alone and in group settings</p> <p>4.14 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.14 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied</p>
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					and performing arts.
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Intaglio/DryPoint</p> <p>Landscape</p> <p><u>Timeline:</u> 4 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What are the proper intaglio printing techniques?</p> <p>What is a burin?</p> <p>What is line?</p> <p>How can I use line to create depth?</p> <p>How can I use depth to create a realistic landscape?</p> <p>What is perspective?</p>	<p>Students will use the elements of art as their subject matter and the principles of art to organize them.</p> <p>Students will learn and demonstrate the use of only a burin to create a landscape.</p> <p>Students will learn and demonstrate how to use line to create correct perspective in a landscape.</p> <p>Students will demonstrate foreground, middle ground, and background.</p> <p>Students will demonstrate time of day through the use of light source and shadow.</p>	<p>Students will complete a series of terms/vocabulary associated with intaglio and dry point.</p> <p>Students will complete a shading worksheet of rough draft ideas and texture for their final landscape drawing.</p> <p>Students will create an original abstract painting using only a palette knife as a tool incorporating color scheme, movement, balance, and unity in their work.</p>	<p>Vocabulary Worksheet</p> <p><u>Unit Quiz:</u> Focus on Vocabulary & terminology associated with intaglio printing.</p> <p><u>Drawing worksheet</u> Including sketched ideas and reference materials for assignment.</p> <p><u>Grading Rubric</u> (Student/Peer/Teacher Assessment)</p>	<p>Glenco <i>ArtTalk</i> Textbook for vocabulary & terminology.</p> <p>Albrecht Durer</p> <p>Previous Student work for examples</p>	<p>MA Frameworks:</p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p>

					<p>3.12 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.15 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.15 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and</p>
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					<p>historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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