



Printmaking II

CURRICULUM

Board Approved: 05/15/2025

Course Information

High School Semester Course

Course Description:

Printmaking II is an upper-level studio course designed for students to advance their skills and deepen their understanding of printmaking techniques. Building on the foundational skills from Printmaking I, students will explore more complex methods such as monoprinting, relief, intaglio, and screen printing. This course is structured around thematic units. Each unit challenges students to think critically and creatively, developing their technical proficiency and artistic voice while encouraging them to create original and large-scale compositions. Students will engage in independent research, analyze and critique artworks, and discuss aesthetic issues and current trends in printmaking. The course emphasizes the conceptual use of the printed image and encourages students to develop a body of work that is both inventive and expressive. Through the exploration of historical and contemporary uses of printmaking across cultures, students will gain a deeper appreciation of the medium's impact. Evaluation will be based on active class participation, written work, critiques, and studio work with an emphasis on student artwork. This course may charge a fee to cover supplies.

Transfer Goals:

Students will be able to:

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.
- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Curriculum Standards: [Missouri Learning Standards Fine Arts Visual Arts Standards](#)

Curriculum Resource(s): None

priority standards indicated in **bold*

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Unit 1: Visual Storytelling Through Printmaking

Timeframe: 5 weeks

Unit Description: In this unit, students will explore the complex concepts of right and wrong through the medium of linoleum block printing. They will explore the history of printmaking and the influence of art in society, using artistic skills to interpret and express meaningful themes through visual storytelling. This project encourages critical thinking, creativity, and self-expression. Possible workshops could include Xerox transfers, expressive monoprints, and reduction relief printing.

Enduring Understandings:

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions:

- How has printmaking been used throughout history to influence society and express ideas?
- How can printmaking be used to share ideas, inspire conversation, and reflect historical present-day and cultural movements?
- What ethical responsibilities do artists have when depicting controversial or sensitive subject matter in their prints?
- How can collaborative printmaking projects demonstrate the power of art to communicate and connect across diverse perspectives and viewpoints?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA:Cr1B.IIIa	• I can use my sketchbook to research art styles, periods, and techniques. • I can use my sketchbook to document, record, and plan my artwork. • I can use a variety of materials and methods to make an artwork. • I can choose materials to create an artwork based on a theme, idea, or concept.

priority standards indicated in **bold*

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VA:Cr2A.IIIa	• I can choose a theme that means a lot to me and make several prints about it. • I can use the design process to plan, test out ideas, and create multiple pieces of art. • I can experiment with different techniques and materials to see what works best for my theme. • I can make a plan for my artwork in my sketchbook by including elements that are personally significant to me. • I can show what I've learned about printmaking by making multiple artworks. • I can explore multiple printmaking processes to find out how they can help me convey my ideas or concepts.
VA:Pr4A.IIIa	• I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit. • I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork. • I can share my own artwork with others during critiques. • I can listen attentively to feedback and suggestions about my artwork from my peers and teacher. • I can ask questions and seek clarification about the feedback I receive during critiques. • I can choose artwork that I feel best represents my skills and personal style for my portfolio, exhibit, or event.
VA:Pr5A.IIIa	• I can research different methods used to preserve and protect artwork from deterioration and damage. • I can compare and contrast various preservation techniques to evaluate their effectiveness and suitability for different types of artwork. • I can identify and select appropriate materials and techniques to safeguard my artwork during display.
VA:Re9A.IIIa	• I can judge a piece of art or a group of artworks using different standards. • I can look at various standards used to judge art. • I can pick criteria to judge the artwork. • I can judge artworks, whether my own or others, using specific criteria.
VA:Cn10A.IIIa	• I can create a print that has personal meaning. • I can create a concept for a print that ties to my personal connections.
VA:Cn11A.IIIa	• I can assess how an artist or group of artists influence the beliefs, values, and behaviors of society. • I can study the importance of art and how it affects society, including how my own work can influence viewers.

priority standards indicated in **bold*

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Unit 2: The Influence of Printmaking: Art, History, and Impact

Timeframe: 5 weeks

Unit Description: In this unit, students will explore the powerful role of art in society through the process of intaglio etching and screenprinting. Students will explore the historical and contemporary influence of printmaking as a powerful artistic medium. They will study how prints have been used to communicate ideas and inspire change while developing their own artistic skills. Students will create prints that reflect their personal perspectives and creative expression. This unit emphasizes the development of technical skills in intaglio etching and screenprinting, critical thinking, and the ability to convey complex messages through visual art. Possible workshops could include: chine collé, xerox transfer, collagraph, etc.

Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People gain insights into the meanings of artworks by engaging in the process of art criticism
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Questions:

- How has printmaking influenced society and shaped artistic expression throughout history?
- How can artists effectively address issues through visual storytelling and symbolism in printmaking?
- How does the audience's interpretation of a print impact its ability to communicate ideas and inspire engagement, considering the historical significance and artistic influence of printmaking?
- How does printmaking showcase the history of prints and the power of art as a tool for expression and connection in communities?

priority standards indicated in **bold*

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Unit 2 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA:Cr1A.IIIa	- I can imagine and plan how to create art and design that can make a difference in society. - I can make mind maps and quick sketches to plan artworks that express ideas about social and cultural change.
VA:Cr1B.IIIa	- I can use my sketchbook to research art styles, periods, and techniques. - I can use my sketchbook to document, record, and plan my artwork. - I can use a variety of materials and methods to make an artwork. - I can choose materials to create an artwork based on a theme, idea, or concept.
VA:Cr2A.IIIa	- I can choose a theme that means a lot to me and make several prints about it. - I can use the design process to plan, test out ideas, and create multiple pieces of art. - I can experiment with different techniques and materials to see what works best for my theme. - I can make a plan for my artwork in my sketchbook by including elements that are personally significant to me. - I can show what I've learned about printmaking by making multiple artworks. - I can explore multiple printmaking processes to find out how they can help me convey my ideas or concepts.
VA:Cr3A.IIIa	- I can think about, improve, and refine my artworks or designs, using both traditional and modern standards, as well as my own artistic vision. - I can assess both my own work and that of others using different criteria. - I can give feedback, speaking or writing, about what works and what doesn't in someone's art, using evidence from the artwork itself. - I can think about why I used certain techniques, why I designed the image the way I did, and which artists inspired me, to improve my artworks.
VA:Pr4A.IIIa	- I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit. - I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork. - I can share my own artwork with others during critiques. - I can listen attentively to feedback and suggestions about my artwork from my peers and teacher. - I can ask questions and seek clarification about the feedback I receive during critiques. - I can choose artwork that I feel best represents my skills and personal style for the exhibit or event.
VA:Re7A.IIIa	- I can analyze how art develops over time based on knowledge and experience. - I can evaluate how we respond to art, how our life experiences affect artistic work, and what we find appealing.

priority standards indicated in **bold*

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VA:Re8A.IIIa	• I can analyze various interpretations of artworks, considering factors like personal experiences and cultural context, to develop an understanding of their meaning. • I can support my analysis of artworks with textual evidence from reputable sources, constructing well-reasoned arguments that contribute to a deeper appreciation of the artwork. • I can analyze artwork(s) by identifying significant elements, exploring their relationships to each other and the whole, and identifying patterns to understand the artwork's meaning and significance. • I can pose questions about the artwork(s) and provide solutions supported by evidence, demonstrating a deep understanding of why the artwork is as it is and how it conveys meaning. • I can analyze my work in my artist statement. • I can write about my artwork, explaining why I made it, what inspired me, and how I made it. • I can talk about what my artwork means, why it's important to me, and how I created it.
VA:Re9A.IIIa	• I can judge a piece of art or a group of artworks using different standards. • I can look at various standards used to judge art. • I can pick criteria to judge the artwork. • I can judge artworks, whether my own or others, using specific criteria.
VA:Cn10A.IIIa	• I can create a print that has personal meaning. • I can create a concept for a print that ties to my personal connections.

priority standards indicated in **bold*

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Unit 3: Inquiry and Innovation

Timeframe: 5 weeks

Unit Description: In this unit, students will explore various printmaking techniques, including linocut, etching, screen printing, and more, to identify the style that best fits their chosen theme. This student-led project encourages independent research, critical thinking, and creative expression, allowing students to develop a unique voice in their artwork. The unit emphasizes the process of inquiry, experimentation, and the synthesis of ideas to produce meaningful and impactful prints. Preparation could include student-developed workshops, sketchbooks, sustained investigation, practice prints, etc.

Enduring Understandings:

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Objects, artifacts, and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- Visual imagery influences the understanding of and responses to the world.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Questions:

- How can different printmaking techniques (e.g., linocut, etching, screen printing) uniquely convey a message or theme?
- What criteria should be considered when selecting a printmaking style for a specific project or theme?
- How does the process of inquiry influence artistic innovation and creativity in printmaking?
- How do artists balance technical skill and creative expression in their printmaking practice?
- What are the challenges and benefits of working independently on a student-led printmaking project?
- How can artists document and reflect on their creative process to improve their work and develop their unique artistic voice?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA:Cr1B.11la	• I can use my sketchbook to research art styles, periods, and techniques. • I can use my sketchbook to document, record, and plan my artwork. • I can use a variety of materials and methods to make an artwork. • I can choose materials to create an artwork based on a theme, idea, or concept.

priority standards indicated in **bold*

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VA:Cr2A.IIIa	• I can choose a theme that means a lot to me and make several prints about it. • I can use the design process to plan, test out ideas, and create multiple pieces of art. • I can experiment with different techniques and materials to see what works best for my theme. • I can make a plan for my artwork in my sketchbook by including elements that are personally significant to me. • I can show what I've learned about printmaking by making multiple artworks. • I can explore multiple printmaking processes to find out how they can help me convey my ideas or concepts.
VA:Cr2C.IIIa	• I can use visual symbols to enhance the content of my work. • I can look at art and design, also processes and places, and consider how it could change to fit into today's needs. • I can create artwork and write an artist statement that makes connections to our visual culture.
VA:Pr4A.IIIa	• I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit. • I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork. • I can share my own artwork with others during critiques. • I can listen attentively to feedback and suggestions about my artwork from my peers and teacher. • I can ask questions and seek clarification about the feedback I receive during critiques. • I can choose artwork that I feel best represents my skills and personal style for the exhibit or event.
VA:Pr6A.IIIa	• I can organize objects, artifacts, or artwork to help people understand social, cultural, or political experiences better. • I can organize an art show in a gallery by choosing which pieces from my portfolio to include. • I can study my own artwork and that of my peers, considering how to express meaning and provoke reactions through the way the artwork is displayed.
VA:Re7B.IIIa	• I can understand how the cultural background and historical context influence the creation of artworks within a specific culture or time period. • I can recognize patterns or trends in the styles, techniques, or subject matter used by these artists. • I can explain the concept of intertextuality and how it relates to the connections between different texts or artworks.
VA:Re9A.IIIa	• I can judge a piece of art or a group of artworks using different standards. • I can look at various standards used to judge art. • I can pick criteria to judge the artwork. • I can judge artworks, whether my own or others, using specific criteria.
VA:Cn10A.IIIa	• I can create a print that has personal meaning. • I can create a concept for a print that ties to my personal connections.

priority standards indicated in **bold*

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