



# Printmaking I

## CURRICULUM

Board Approved: 05/15/2025

### Course Information

**High School Semester Course**

**Course Description:**

Printmaking I is an introductory studio course that develops technical skills in the use of different printmaking media and procedures. Students will explore monoprinting, relief, intaglio, and screen-printing methods to produce prints on a variety of surfaces. Students will be expected to construct original and creative compositions utilizing drawing skills and design principles. Students will analyze and critique artworks, discuss aesthetic issues, and understand how artworks have been used in history across many cultures. 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: Monoprinting

Timeframe: 3 Weeks

**Unit Description:** In this unit, students will embark on an exploration of monoprinting as a medium for creative expression. They will learn the fundamental techniques of monoprinting and experiment with various materials and approaches to create prints that reflect their individuality and artistic vision. We will explore techniques of dark field, trace, and watercolor monoprinting. Throughout the unit, students will be encouraged to push the boundaries of traditional monoprinting. Emphasis will be placed on layering, texture, and mark-making to develop depth, complexity, and narrative in their prints. By the end of the unit, students will have workshopped a variety of techniques that showcase their artistic growth and personal expression, gaining a deeper appreciation for the power of monoprinting.

## 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 designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- 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.
- Visual imagery influences understanding of and responses to the world.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

## Essential Questions:

- What makes printmaking unique?
- What role does experimentation play in discovering new possibilities within monoprinting, and how does this influence artistic exploration?
- In what ways do artists adapt traditional monoprinting techniques to suit their individual styles and artistic visions?
- How does the unpredictable nature of monoprinting contribute to the spontaneity and innovation within the creative process?
- What emotions, narratives, or themes can be conveyed through the expressive qualities of monoprinting, and how do artists navigate these elements in their work?

## Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#"><u>VA:Cr1B.1a</u></a>	<ul style="list-style-type: none"> <li>• <b>I can use my sketchbook to investigate a historical style, period, or technique.</b></li> <li>• <b>I can use my sketchbook to plan my artwork.</b></li> <li>• <b>I can plan artwork with different media.</b></li> </ul>

*\*priority standards indicated in bold*

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<a href="#">VA:Cr2A.IIa</a>	<ul style="list-style-type: none"> <li>● I can experiment with printmaking techniques and media.</li> <li>● I can demonstrate my skills using a variety of techniques and materials.</li> <li>● I can independently problem solve and find solutions to a problem.</li> <li>● I can work through challenges as they arrive.</li> </ul>
<a href="#">VA:Cr2B.IIa</a>	<ul style="list-style-type: none"> <li>● I can use my own sources to create original artwork</li> <li>● I can use visual references without copying when designing, creating, and displaying my artwork</li> </ul>
<a href="#">VA:Cr3A.IIa</a>	<ul style="list-style-type: none"> <li>● I can give and receive feedback to make revisions.</li> <li>● I can participate in a critique process with my classmates.</li> <li>● I can use feedback to revise my design or print.</li> <li>● I can discuss ways to improve prints based on the standards supplied by the teacher.</li> </ul>
<a href="#">VA:Pr5A.IIa</a>	<ul style="list-style-type: none"> <li>● I can consider location, media materials, audience, and purpose when creating artwork for display.</li> <li>● I can figure out the best way to display my artwork in my portfolio.</li> </ul>
<a href="#">VA:Re7B.IIa</a>	<ul style="list-style-type: none"> <li>● I can analyze and evaluate a work of art by communicating my knowledge of its formal qualities, both verbally and in writing.</li> <li>● I can explain what the artist wanted to convey in their artwork, considering how it looks and who it's meant for.</li> <li>● I can identify, describe, and analyze the formal qualities of a work of art.</li> <li>● I can judge how well artwork works by looking at how it's made and who might like it.</li> </ul>
<a href="#">VA:Cn10A.IIa</a>	<ul style="list-style-type: none"> <li>● I can explore and list themes, topics, and ideas that resonate deeply with me to create my art.</li> <li>● I can identify and choose subjects for my art that are unfamiliar to me.</li> <li>● I can determine when research is needed to gain background information and context about an unfamiliar subject</li> <li>● I can experiment with various materials and methods to find the best approach for depicting an unfamiliar subject.</li> <li>● I can reflect on how these new experiences and knowledge enhance my artistic skills and understanding.</li> <li>● I can use source material properly to help plan my art.</li> <li>● I can apply my observations, research, and experimentation to create a detailed and expressive print.</li> <li>● I can use printmaking to develop and express my own artistic voice.</li> </ul>

*\*priority standards indicated in bold*

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# Unit 2: Relief Printing

Timeframe: 5 Weeks

**Unit Description:** In this unit, students will explore relief printing as a versatile medium for creative expression. Beginning with foundational techniques like linocut and woodcut, students will experiment with traditional and alternative materials to create prints that reflect their individuality and artistic vision. Emphasizing personal expression, students will delve into themes of identity, culture, and social commentary, using composition, color, and texture to convey meaning and emotion. Through hands-on exploration and creative inquiry, students will develop their artistic skills and confidence, gaining a deeper appreciation for relief printing as a powerful medium for self-expression and creative exploration. Workshop ideas could include erasers and foam prints.

## 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, 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.
- 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.
- 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.
- Visual imagery influences the understanding of and responses to the world.
- People gain insights into the meanings of artworks by engaging in the process of art criticism.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

## Essential Questions:

- How does relief printing differ from other printmaking techniques, and what unique creative possibilities does it offer?
- In what ways can artists manipulate texture, depth, and composition in relief printing to convey meaning and expression?
- How does the process of carving or building up a relief surface influence the artistic decisions and creative outcomes in relief printing?
- How can relief printing be used as a medium for storytelling, cultural expression, and social commentary, and what examples of relief prints illustrate these themes?
- How does engagement with relief printing foster critical thinking, problem-solving, and self-expression among students, and what insights can be gained through reflection and critique of their own work and the work of others?

## Unit 2 Standards

**STANDARD  
CODE**

**STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:**

*\*priority standards indicated in bold*

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<a href="#">VA:Cr1B.IIa</a>	<ul style="list-style-type: none"> <li>● I can use my sketchbook to investigate a historical style, period, or technique.</li> <li>● I can use my sketchbook to plan my artwork.</li> <li>● I can plan artwork with different media.</li> </ul>
<a href="#">VA:Cr2A.IIa</a>	<ul style="list-style-type: none"> <li>● I can experiment with printmaking techniques and media.</li> <li>● I can demonstrate my skills using a variety of techniques and materials.</li> <li>● I can independently problem solve and find solutions to a problem.</li> <li>● I can work through challenges as they arrive.</li> </ul>
<a href="#">VA:Pr5A.IIa</a>	<ul style="list-style-type: none"> <li>● I can consider location, media materials, audience, and purpose when creating artwork for display.</li> <li>● I can figure out the best way to display my artwork in my portfolio.</li> </ul>
<a href="#">VA:Pr6A.IIa</a>	<ul style="list-style-type: none"> <li>● I can show connections and provide visual evidence between artists or artwork and their social, cultural, and political contexts in my writing</li> <li>● I can participate in discussions with my peers about artwork, making, explaining, and justifying connections between artists or artwork and their social, cultural, and political history</li> <li>● I can write an artist's statement that explains the connections in my personal artwork.</li> </ul>
<a href="#">VA:Re7A.IIa</a>	<ul style="list-style-type: none"> <li>● I can create art based on my feelings or feelings of others and about the world.</li> <li>● I can describe how artwork makes people feel and how they could relate to it.</li> </ul>
<a href="#">VA:Re7B.IIa</a>	<ul style="list-style-type: none"> <li>● I can analyze and evaluate a work of art by communicating my knowledge of its formal qualities, both verbally and in writing.</li> <li>● I can explain what the artist wanted to convey in their artwork, considering how it looks and who it's meant for.</li> <li>● I can identify, describe, and analyze the formal qualities of a work of art.</li> <li>● I can judge how well artwork works by looking at how it's made and who might like it.</li> </ul>
<a href="#">VA:Re8A.IIa</a>	<ul style="list-style-type: none"> <li>● I can identify when, where, and how a work of art is made.</li> <li>● I can research an artist who is an example of the theme of the unit or big idea.</li> <li>● I can make a connection to personal experiences for myself and the artist.</li> <li>● I can explain how those connections inform the viewer about the artwork.</li> </ul>
<a href="#">VA:Cn10A.IIa</a>	<ul style="list-style-type: none"> <li>● I can explore and list themes, topics, and ideas that resonate deeply with me to create my art.</li> <li>● I can identify and choose subjects for my art that are unfamiliar to me.</li> <li>● I can determine when research is needed to gain background information and context about an unfamiliar subject</li> <li>● I can experiment with various materials and methods to find the best approach for depicting an unfamiliar subject.</li> <li>● I can reflect on how these new experiences and knowledge enhance my artistic skills and understanding.</li> <li>● I can use source material properly to help plan my art.</li> <li>● I can apply my observations, research, and experimentation to create a detailed and expressive print.</li> <li>● I can use printmaking to develop and express my own artistic voice.</li> </ul>

*\*priority standards indicated in bold*

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# Unit 3: Intaglio Printing

Timeframe: 4 Weeks

**Unit Description:** In this unit, students will explore the intricate art of intaglio printing, where they will discover the process of etching or incising a surface to create bold, expressive prints. Emphasizing creative expression, students will infuse their intaglio prints with personal meaning and emotion, using line, texture, and tone to convey their unique artistic voices. Beginning with an introduction to intaglio techniques, students will experiment with traditional methods like drypoint and etching, as well as contemporary approaches that incorporate mixed media. Through hands-on exploration and experimentation, students will develop a series of prints that showcase their artistic growth and experimentation, gaining confidence in their ability to communicate ideas and emotions through art. Workshops could include CD/DVD printing and scratch art.

## 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
- People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.
- 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.
- 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.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

## Essential Questions:

- How does the process of intaglio printing differ from other printmaking techniques, and what unique expressive possibilities does it offer?
- In what ways can artists manipulate line, texture, and tone in intaglio prints to convey mood, emotion, or narrative?
- What role do planning and experimentation play in the intaglio printing process, and how can artists balance spontaneity with precision in their work?
- How does engagement with intaglio printing foster critical thinking, problem-solving, and self-expression among students, and what insights can be gained through reflection and critique of their own work and the work of others?

## Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">VA:Cr1A.11a</a>	<ul style="list-style-type: none"> <li>• I can experiment with printmaking techniques and media.</li> <li>• I can demonstrate my skills using a variety of techniques and materials.</li> <li>• I can independently problem solve and find solutions to a problem.</li> </ul>

*\*priority standards indicated in bold*

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	<ul style="list-style-type: none"> <li>● I can work through challenges as they arrive.</li> </ul>
<a href="#">VA:Cr1B.IIa</a>	<ul style="list-style-type: none"> <li>● I can use my sketchbook to investigate a historical style, period, or technique.</li> <li>● I can use my sketchbook to plan my artwork.</li> <li>● I can plan artwork with different media.</li> </ul>
<a href="#">VA:Cr2A.IIa</a>	<ul style="list-style-type: none"> <li>● I can show connections and provide visual evidence between artists or artwork and their social, cultural, and political contexts in my writing</li> <li>● I can participate in discussions with my peers about artwork, making, explaining, and justifying connections between artists or artwork and their social, cultural, and political history</li> <li>● I can write an artist's statement that explains the connections in my personal artwork.</li> </ul>
<a href="#">VA:Cr2C.IIa</a>	<ul style="list-style-type: none"> <li>● I can create a list of contemporary issues and select one that is meaningful to create my artwork</li> <li>● I can communicate a concept using both images and text.</li> </ul>
<a href="#">VA:Pr5A.IIa</a>	<ul style="list-style-type: none"> <li>● I can consider location, media materials, audience, and purpose when creating artwork for display.</li> <li>● I can figure out the best way to display my artwork in my portfolio.</li> </ul>
<a href="#">VA:Re7B.IIa</a>	<ul style="list-style-type: none"> <li>● I can identify when, where, and how a work of art is made.</li> <li>● I can research an artist who is an example of the theme of the unit or big idea.</li> <li>● I can make a connection to personal experiences for myself and the artist.</li> <li>● I can explain how those connections inform the viewer about the artwork.</li> </ul>
<a href="#">VA:Re9A.IIa</a>	<ul style="list-style-type: none"> <li>● I can highlight both the strengths and areas for improvement in my peers' work to offer balanced feedback.</li> <li>● I can identify key elements that contribute to the quality of a print.</li> </ul>
<a href="#">VA:Cn10A.IIa</a>	<ul style="list-style-type: none"> <li>● I can explore and list themes, topics, and ideas that resonate deeply with me to create my art.</li> <li>● I can identify and choose subjects for my art that are unfamiliar to me.</li> <li>● I can determine when research is needed to gain background information and context about the unfamiliar subject</li> <li>● I can experiment with various materials and methods to find the best approach for depicting the unfamiliar subject.</li> <li>● I can reflect on how these new experiences and knowledge enhance my artistic skills and understanding.</li> <li>● I can use source material properly to help plan my art.</li> <li>● I can apply my observations, research, and experimentation to create a detailed and expressive print.</li> <li>● I can use printmaking to develop and express my own artistic voice.</li> </ul>
<a href="#">VA:Cn11A.IIa</a>	<ul style="list-style-type: none"> <li>● I can compare and contrast the reasons, methods, and intended audiences for art created in the past and present.</li> <li>● I can examine how artwork, whether my own or others', relates to different contexts.</li> <li>● I can explore modern cultural, political, personal, and social topics as inspiration</li> </ul>

*\*priority standards indicated in bold*

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	for my artwork.
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# Unit 4: Silkscreen Printing

Timeframe: 4 Weeks

**Unit Description:** In this unit, students will dive into the vibrant world of screen printing, exploring its potential to transform simple designs into powerful visual statements. They will learn the fundamentals of creating stencils, preparing screens, and layering inks, all while experimenting with different materials and techniques to bring their ideas to life. Emphasis will be placed on innovation and self-expression, encouraging students to push the boundaries of traditional screen printing. Through hands-on projects and creative challenges, students will produce prints that reflect their unique perspectives and artistic voices. Additionally, they will examine the cultural and historical contexts of screen printing, understanding its influence on both art and society. By the end of the unit, students will have a collection of original prints that demonstrate their mastery of the medium and their creative evolution.

## 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 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.
- Visual imagery influences understanding of and responses to the world.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

## Essential Questions:

- How does the process of preparing and exposing a screen influence the artistic decisions and creative outcomes in screen printing?
- How does the process of creating a stencil for screen printing influence the final artwork, and what techniques can be used to create detailed and intricate designs?
- How can screen printing be adapted for different surfaces and formats, such as textiles, posters, and installations?
- What are the benefits and challenges of using digital technology in conjunction with traditional screen printing techniques?
- In what ways can screen printing be a tool for personal branding and identity, allowing artists to create a consistent visual language across different media?

## Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">VA:Cr1B.IIa</a>	<ul style="list-style-type: none"> <li>• I can use my sketchbook to investigate a historical style, period, or technique.</li> <li>• I can use my sketchbook to plan my artwork.</li> <li>• I can plan artwork with different media.</li> </ul>
<a href="#">VA:Cr2A.IIa</a>	<ul style="list-style-type: none"> <li>• I can experiment with printmaking techniques and media.</li> </ul>

*\*priority standards indicated in bold*

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	<ul style="list-style-type: none"> <li>● I can demonstrate my skills using a variety of techniques and materials.</li> <li>● I can independently problem solve and find solutions to a problem.</li> <li>● I can work through challenges as they arrive.</li> </ul>
<a href="#">VA:Pr4A.IIa</a>	<ul style="list-style-type: none"> <li>● I can show how I'm getting better at art by choosing pieces that show how much I've grown in what I'm interested in, what I want to explore, and how I experiment with different materials.</li> <li>● I can identify specific characteristics that make certain images stand out, helping me choose the best ones for my portfolio.</li> <li>● I can critically evaluate artwork by integrating vocabulary, technical knowledge, and process sequencing, providing insightful feedback that contributes to a deeper understanding of the artistic work.</li> </ul>
<a href="#">VA:Pr5A.IIa</a>	<ul style="list-style-type: none"> <li>● I can consider location, media materials, audience and purpose when creating artwork for display.</li> <li>● I can figure out the best way to display my artwork in my portfolio.</li> </ul>
<a href="#">VA:Re7B.IIa</a>	<ul style="list-style-type: none"> <li>● I can analyze and evaluate a work of art by communicating my knowledge of its formal qualities, both verbally and in writing.</li> <li>● I can explain what the artist wanted to convey in their artwork, considering how it looks and who it's meant for.</li> <li>● I can identify, describe, and analyze the formal qualities of a work of art.</li> <li>● I can judge how well artwork works by looking at how it's made and who might like it.</li> </ul>
<a href="#">VA:Cn10A.IIa</a>	<ul style="list-style-type: none"> <li>● I can explore and list themes, topics, and ideas that resonate deeply with me to create my art.</li> <li>● I can identify and choose subjects for my art that are unfamiliar to me.</li> <li>● I can determine when research is needed to gain background information and context about an unfamiliar subject</li> <li>● I can experiment with various materials and methods to find the best approach for depicting an unfamiliar subject.</li> <li>● I can reflect on how these new experiences and knowledge enhance my artistic skills and understanding.</li> <li>● I can use source material properly to help plan my art.</li> <li>● I can apply my observations, research, and experimentation to create a detailed and expressive print.</li> <li>● I can use printmaking to develop and express my own artistic voice.</li> </ul>

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