



Printmaking - Unit 2 - Animal Poems Block Printing

Unit Focus

Students will embark on an in-depth exploration of relief printmaking, a traditional and impactful medium that emphasizes the contrast between positive and negative space. Students will identify and analyze a poem featuring an animal subject, then develop imagery that captures the themes and emotional weight of the text. The unit concludes with a series of four prints: two twin prints that demonstrate technical consistency and two experimental approaches that push the boundaries of inking. This unit serves as a core application of Analyzing. Students are required to evaluate evidence, specifically the imagery and language within the chosen poem, to identify underlying patterns and themes. Success depends on students' ability to make logical inferences between the poem's text and their final visual block print. Students will document how their analysis of the poem's structure directly informed the design of their animal imagery, showing the clear relationship between research and finished product.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 9-10 <ul style="list-style-type: none">Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.9-10.1) English Language Arts: 11-12 <ul style="list-style-type: none">Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-LITERACY.RL.11-12.2)Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-LITERACY.RL.11-12.4) National Core Arts Standards Visual Arts: HS Proficient <ul style="list-style-type: none">Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a)Analyze, select, and curate artifacts and/or artworks for presentation and preservation. (VA:Pr.4.1.HSI.a) Madison Public Schools Profile of a Graduate	<i>Students will be able to independently use their learning to...</i> T1 Capture the feeling or emotional response which an artistic piece elicits T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U2 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. U3 Readers make meaning through a careful reading of the text(s) and connections to the topic.	<i>Students will keep considering...</i> Q1 How much freedom do I have to be creative and also work within established criteria? Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q3 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?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Certain artistic approaches require artists to reexamine methods of image building K2 Indirect methods of image making require additional planning for success	<i>Students will be skilled at...</i> S1 Understanding the development of an inverse image S2 Using tools safely and correctly S3 Making creative choices to build meaning

Stage 1: Desired Results - Key Understandings

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| <ul style="list-style-type: none">Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) | K3 Artists test ideas and respond to artistic impacts in real time as part of the creative process | |
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