



Printmaking - Unit 3 - Monotype Portrait

Unit Focus

Students will explore the possibilities of the Monotype, a form of printmaking that results in a single, unique image which cannot be exactly replicated. After selecting and analyzing a character from literature, students will develop an experimental monotype portrait based on specific character descriptions and traits.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core English Language Arts: 9-10</p> <ul style="list-style-type: none"> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS.ELA-LITERACY.RL.9-10.3) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's Musée des Beaux Arts and Breughel's Landscape with the Fall of Icarus). (CCSS.ELA-LITERACY.RL.9-10.7) <p>National Core Arts Standards Visual Arts: HS Proficient</p> <ul style="list-style-type: none"> Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a) Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI.a) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> Product Creation: Effectively use a medium to communicate important information. (POG.3.2) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent</p> <p>T2 Create works of art to personally engage in the artistic process and/or communicate meaning</p> <p>T3 Make appropriate choices as a responsible, respectful participant within a communal artistic experience</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Artists' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.</p> <p>U3 Artists select a repertoire/ body of work to demonstrate current range and depth of expertise for a given purpose and audience.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How will the audience understand what I'm trying to say?</p> <p>Q2 What inspires me? Where do I get my ideas from?</p> <p>Q3 How do I use what I visualize/ imagine and make it come to life?</p> <p>Q4 What am I learning or have I learned from creating this work of art?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Even within a given genre of art, a variety of creative outcomes is possible and is driven by experimentation.</p> <p>K2 Monotypes create unique and singular resultant images</p> <p>K3 Trial and error is part of the creative cycle</p> <p>K4 Authors strive to create well-developed characters through specific creative choices</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Testing and reacting to spontaneous creative decisions</p> <p>S2 Identifying character traits which communicate persona</p> <p>S3 Advanced and experimental inking and image development techniques</p>