

Wallenpaupack Area School District Planned Course Curriculum Guide

Visual Art Department

Introduction to Printmaking

Course Description:

This course will introduce students to the production of multiple images from a single design. Basic elements of art and principles of design will be stressed within printed compositions. Class activities are project based, giving students an opportunity to explore creativity and art fundamentals while learning technical skills in printmaking. This course is appropriate for both the artist and non-artist.

Initial Creation Date (if applicable) and Revision Dates:

11/25/25

Wallenpaupack Area School District Curriculum	
COURSE: Intro to Printmaking	GRADE/S: 9-12
UNIT 1: Relief Print with Rubber Block	TIMEFRAME: 5 classes

PA COMMON CORE/NATIONAL STANDARDS:

9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: color, form/shape, line, space, texture, value

All WAHS courses are aligned to the PA State Standards and Common Core Standards, where applicable.

UNIT OBJECTIVES (SWBATS):

Students will understand the principles of relief printmaking and its historical significance. Students will also learn how to design, carve, and print using rubber blocks and apply elements of art (line, shape, texture, value) and principles of design (balance, contrast, emphasis) in their compositions. Students will demonstrate craftsmanship and safe tool handling during the carving process.

Key concepts: Relief printmaking process: design → transfer → carve → ink → print. Positive vs. negative space in print design, texture and line quality through carving techniques, editioning and numbering prints for presentation.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Introduction & Demonstration

- Show examples of historical and contemporary relief prints.
- Demonstrate safe use of carving tools and proper inking techniques.

Design Phase

- Students sketch a composition emphasizing strong contrast and clear shapes.
- Transfer design onto rubber block using graphite or transfer paper.

Carving Phase

- Guided practice in carving techniques (outlining, clearing backgrounds).
- Emphasize tool safety and craftsmanship.

Printing Phase

- Demonstrate inking with brayer and printing with baren or press.
- Students create test prints (proofs) and adjust carving as needed.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Completion of class projects using the following rubric:

- Technique (25%): Mastery of the skills that are covered in unit/project.
- Craftsmanship (25%): Neatly crafted and completed.
- Creativity (25%): Original use of an idea, theme, concept or unique use of materials or principles.
- Professionalism (25%): Class Work—project work done during class time.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Demonstration and lecture
- Small group
- Practice activities

• Paraprofessional support • Accommodations outlined in students' IEPs	
RESOURCES (Technology Based Resources, Text Resources, etc.): Student samples, YouTube, Internet resources	
KEY VOCABULARY: Relief Print Block Printing Brayer Baren Registration Edition	Composition Balance Positive/Negative Space Carving Tools (gouge, V-tool-U-tool) Proof Print Ink Printing Press

Wallenpaupack Area School District Curriculum	
COURSE: Intro to Printmaking	GRADE/S: 9-12
UNIT 2: Drypoint Etching on Plexiglass	TIMEFRAME: 8 classes

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: color, form/shape, line, space, texture, value All WAHS courses are aligned to the PA State Standards and Common Core Standards, where applicable.
UNIT OBJECTIVES (SWBATS): Students will understand the principles and history of intaglio printmaking, specifically drypoint etching and learn how to design, incise, and print using plexiglass plates. Students will apply elements of art (line, texture, value) and principles of design (contrast, balance, emphasis) in their compositions. Students will demonstrate craftsmanship and safe tool handling during the etching process and explore inking and wiping techniques to achieve tonal variation and expressive line quality. Key concepts: Intaglio printmaking process: design → incise → ink → wipe → print. Drypoint technique (creating burrs for rich, velvety lines), positive vs. negative space and tonal contrast, plate preparation and maintenance, editioning and numbering prints for presentation.
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Introduction & Demonstration • Show historical and contemporary drypoint examples. • Explain intaglio vs. relief processes. • Demonstrate safe use of etching needles and proper plate handling. Design Phase • Students sketch a composition emphasizing line and texture. • Transfer design onto plexiglass using graphite or marker. Etching Phase

• Guided practice in incising lines and creating burrs for tonal richness. • Emphasize tool safety and craftsmanship. Inking & Wiping • Demonstrate inking the plate and wiping with tarlatan for highlights and plate tone. • Students create test prints (proofs) and adjust etching as needed. Printing • Use an etching press to pull prints on dampened paper. • Discuss pressure, paper preparation, and registration.	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Completion of class projects using the following rubric: • Technique (25%): Mastery of the skills that are covered in unit/project. • Craftsmanship (25%): Neatly crafted and completed. • Creativity (25%): Original use of an idea, theme, concept or unique use of materials or principles. • Professionalism (25%): Class Work—project work done during class time.	
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): • Demonstration and lecture • Small group • Practice activities • Paraprofessional support • Accommodations outlined in students' IEPs	
RESOURCES (Technology Based Resources, Text Resources, etc.): Student samples, YouTube, internet resources	
KEY VOCABULARY: Drypoint Intaglio Plexiglass Plate Etching Needle Burr Ink Balance	Tarlatan Registration Edition Plate Tone Proof Print Printing Press Composition Positive/Negative Space

Wallenpaupack Area School District Curriculum	
COURSE: Intro to Printmaking	GRADE/S: 9-12
UNIT 3: Relief Printmaking with Linoleum Blocks	TIMEFRAME: 5 classes

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: color, form/shape, line, space, texture, value All WAHS courses are aligned to the PA State Standards and Common Core Standards, where applicable.
--

UNIT OBJECTIVES (SWBATS):

Students will understand the principles and historical significance of linoleum block printmaking and learn how to design, carve, and print using linoleum blocks. Students will apply elements of art (line, shape, texture, value) and principles of design (balance, contrast, emphasis) in their compositions. Students will demonstrate craftsmanship and safe tool handling during the carving process and explore color layering and registration techniques for multi-color prints.

Key concepts: Relief printmaking process: design → transfer → carve → ink → print. Positive vs. negative space in print design, texture and line quality through carving techniques, color theory in printmaking (monochromatic vs. multi-color prints), editioning and numbering prints for presentation, safety and proper use of carving tools.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:**Introduction & Demonstration**

- Show historical and contemporary linoleum block prints.
- Discuss differences between linoleum and rubber block printing.
- Demonstrate safe use of carving tools and proper inking techniques.

Design Phase

- Students sketch a composition emphasizing strong contrast and clear shapes.
- Transfer design onto linoleum block using graphite or transfer paper.

Carving Phase

- Guided practice in carving techniques (outlining, clearing backgrounds).
- Emphasize tool safety and craftsmanship.

Printing Phase

- Demonstrate inking with brayer and printing with baren or press.
- Students create test prints (proofs) and adjust carving as needed.

Color & Registration

- Introduce single-color vs. multi-color printing.
- Teach registration methods for accurate alignment in multi-color prints.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Completion of class projects using the following rubric:

- Technique (25%): Mastery of the skills that are covered in unit/project.
- Craftsmanship (25%): Neatly crafted and completed.
- Creativity (25%): Original use of an idea, theme, concept or unique use of materials or principles.
- Professionalism (25%): Class Work—project work done during class time.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Demonstration and lecture
- Small group
- Practice activities
- Paraprofessional support
- Accommodations outlined in students' IEPs

RESOURCES (Technology Based Resources, Text Resources, etc.):

Student samples, internet resources	
KEY VOCABULARY:	
Relief Print	Composition
Block Printing	Balance
Brayer	Positive/Negative Space
Baren	Carving Tools (gouge, V-tool-U-tool)
Registration	Proof Print
Edition	Ink
	Printing Press
	Reduction Printing

Wallenpaupack Area School District Curriculum	
COURSE: Intro to Printmaking	GRADE/S: 9-12
UNIT 4: Silkscreen	TIMEFRAME: 7 classes

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: color, form/shape, line, space, texture, value All WAHS courses are aligned to the PA State Standards and Common Core Standards, where applicable.
UNIT OBJECTIVES (SWBATS): Students will understand the principles and history of silkscreen (serigraphy) printmaking and learn how to design, prepare, and print using a silkscreen process. Students will apply elements of art (color, line, shape, texture) and principles of design (balance, contrast, emphasis) in their compositions and demonstrate craftsmanship and safe handling of screen-printing materials. Students will explore layering, color mixing, and registration techniques for multi-color prints. Key concepts: Silkscreen printmaking process: design → stencil creation → screen preparation → ink application → print. Positive vs. negative space in stencil design, color theory in screen printing (opaque vs. transparent inks, layering), registration for multi-color prints, editioning and numbering prints for presentation, safety and proper use of screen-printing tools and chemicals.
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Introduction & Demonstration • Show historical and contemporary silkscreen prints (e.g., Pop Art by Andy Warhol). • Explain differences between silkscreen and other printmaking methods. • Demonstrate safe handling of screens, inks, and chemicals. Design Phase • Students sketch a composition emphasizing bold shapes and color. • Prepare artwork for stencil creation (hand-cut method). Screen Preparation • Demonstrate coating screens with block-out material. • Discuss proper drying and cleaning techniques. Printing Phase

• Demonstrate inking and pulling prints using a squeegee. • Students create test prints (proofs) and adjust stencil or ink consistency. Color & Registration • Introduce single-color vs. multi-color printing. • Teach registration methods for accurate alignment in multi-color prints.	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Completion of class projects using the following rubric: • Technique (25%): Mastery of the skills that are covered in unit/project. • Craftsmanship (25%): Neatly crafted and completed. • Creativity (25%): Original use of an idea, theme, concept or unique use of materials or principles. • Professionalism (25%): Class Work—project work done during class time.	
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): • Demonstration and lecture • Small group • Practice activities • Paraprofessional support • Accommodations outlined in students' IEPs	
RESOURCES (Technology Based Resources, Text Resources, etc.): Student samples, internet resources, YouTube	
KEY VOCABULARY: Silkscreen/Serigraphy Stencil Screen Frame Squeegee	Flood Stroke/Print Stroke Edition Positive/Negative Space Proof Print Registration

Wallenpaupack Area School District Curriculum	
COURSE: Intro to Printmaking	GRADE/S: 9-12
UNIT 5: Woodblock Relief Print	TIMEFRAME: 9 classes

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: color, form/shape, line, space, texture, value All WAHS courses are aligned to the PA State Standards and Common Core Standards, where applicable.
UNIT OBJECTIVES (SWBATS): Students will understand the principles and historical significance of woodblock printmaking (including its cultural roots in East Asian and Western traditions). Students will learn how to design, carve, and print using woodblocks and apply elements of art (line, shape, texture, value) and

principles of design (balance, contrast, emphasis) in their compositions. Students will demonstrate craftsmanship and safe tool handling during the carving process.

Key concepts: Relief printmaking process: design → transfer → carve → ink → print. Positive vs. negative space in print design, texture and line quality through carving techniques, color theory in printmaking (monochromatic vs. multi-color prints), editioning and numbering prints for presentation, safety and proper use of carving tools (chisels, gouges, knives).

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Introduction & Demonstration

- Show historical examples (e.g., Japanese ukiyo-e prints, Western woodcuts by Dürer).
- Discuss cultural significance and differences between woodblock and linoleum printing.
- Demonstrate safe use of carving tools and proper inking techniques.

Design Phase

- Students sketch a composition emphasizing strong contrast and clear shapes.
- Transfer design onto woodblock using graphite or carbon paper.

Carving Phase

- Guided practice in carving techniques (outlining, clearing backgrounds, creating texture).
- Emphasize tool safety and craftsmanship.

Printing Phase

- Demonstrate inking with brayer and printing with baren or press.
- Students create test prints (proofs) and adjust carving as needed.

Color & Registration

- Introduce single-color vs. multi-color printing.
- Teach registration methods for accurate alignment in multi-color prints.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Completion of class projects using the following rubric:

- Technique (25%): Mastery of the skills that are covered in unit/project.
- Craftsmanship (25%): Neatly crafted and completed.
- Creativity (25%): Original use of an idea, theme, concept or unique use of materials or principles.
- Professionalism (25%): Class Work—project work done during class time.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Demonstration and lecture
- Small group
- Practice activities
- Paraprofessional support
- Accommodations outlined in students' IEPs

RESOURCES (Technology Based Resources, Text Resources, etc.):

Student samples, internet resources, YouTube

KEY VOCABULARY:

Woodblock Print
Relief Print

Edition
Positive/Negative Space
Carving Tools (chisel, V-tool, U-tool)

Brayer Baren Registration	Ink Artist Proof Reduction Printing
---------------------------------	---

Wallenpaupack Area School District Curriculum	
COURSE: Intro to Printmaking	GRADE/S: 9-12
UNIT 6: Accordion Book with Student-Selected Printmaking Techniques	TIMEFRAME: 11 classes

PA COMMON CORE/NATIONAL STANDARDS:

9.1.12 Know and use the elements and principles of each art form to create works in the arts and humanities. Visual Arts: color, form/shape, line, space, texture, value

All WAHS courses are aligned to the PA State Standards and Common Core Standards, where applicable.

UNIT OBJECTIVES (SWBATS):

Students will understand the concept and structure of an accordion book as an artistic format as they explore narrative and sequential design through multiple panels. Students will choose and apply one printmaking technique (Drypoint Etching, Linoleum Block, Woodblock, or Silkscreen) to create original imagery. Students will demonstrate craftsmanship in both printmaking and book assembly and apply elements of art (line, shape, color, texture, value) and principles of design (balance, rhythm, unity, contrast) across the accordion book format.

Key concepts: Accordion book structure and its role in visual storytelling, sequential composition and continuity across multiple panels, printmaking processes, editioning and numbering prints for presentation, safe handling of tools and materials for chosen technique.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Introduction & Demonstration

- Show examples of accordion books and discuss their narrative potential.
- Review all four printmaking techniques with sample prints and demonstrations.
- Discuss safety and tool handling for each method.

Design Phase

- Students plan a theme or story for their accordion book.
- Create thumbnail sketches for each panel to ensure continuity and visual flow.
- Select a printmaking technique based on design goals and personal interest.

Technique-Specific Instruction

- Break students into groups by chosen technique for focused demonstrations:
 - **Drypoint:** incising lines, inking, wiping.
 - **Linoleum/Woodblock:** carving, inking, proofing.
 - **Silkscreen:** stencil cutting or photo-emulsion, screen prep, printing.

Printing Phase

- Students produce prints for each panel, maintaining consistency in style and theme.
- Emphasize registration for multi-color or multi-panel alignment.

• Encourage test prints and iterative refinement. Book Assembly • Demonstrate folding and attaching prints to create accordion structure. • Discuss craftsmanship and presentation standards. Reflection & Critique • Students write a short reflection on their process, challenges, and creative choices. • Peer critique focusing on narrative flow, technical execution, and expressive qualities.	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Completion of class projects using the following rubric: • Technique (25%): Mastery of the skills that are covered in unit/project. • Craftsmanship (25%): Neatly crafted and completed. • Creativity (25%): Original use of an idea, theme, concept or unique use of materials or principles. • Professionalism (25%): Class Work—project work done during class time.	
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): • Demonstration and lecture • Small group • Practice activities • Paraprofessional support • Accommodations outlined in students' IEPs	
RESOURCES (Technology Based Resources, Text Resources, etc.): Student samples, YouTube	
KEY VOCABULARY: Accordion Book Sequential Art Registration Edition Positive/Negative Space	Artist Proof Brayer/Baren/Squeegee Carving Tools (gouge, V-tool, U-tool) Etching Needle/Burr/Tarlatan Stencil Plate Tone