

PRINTMAKING

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Printmaking class is an advanced art class designed to develop student artwork using intaglio, relief, and serigraph printmaking applications. Students receive an historical, cultural, and contemporary overview of printmaking. They create a body of work using a variety of styles and printmaking techniques.

Units of Study:

- Intaglio
- Relief
- Serigraph

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can create printed images in multiple editions using various printmaking processes. (S)
- 2) I can demonstrate the use of appropriate terms relating to printmaking. (K)
- 3) I can utilize different printmaking techniques. (S)
- 4) I can demonstrate the ability to handle art materials in a safe and responsible manner. (S)
- 5) I can collaborate with others in the creative process. (R)
- 6) I can develop a body of work. (S)
- 7) I can print an edition of relief prints. (S)
- 8) I can print an edition of serigraph prints. (S)
- 9) I can print collagraph prints in black and color. (S)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can explain what a serigraph relief print is. (K)
- 2) I can explain what an intaglio print is. (K)
- 3) I can explain what an edition is. (K)

- 4) I can make a relief plate and pull prints from it. *(S)*
- 5) I can make an intaglio plate and pull prints from it. *(S)*
- 6) I can print serigraph images. *(S)*
- 7) I can print images with other students. *(S)*
- 8) I can trade prints with other students. *(S)*
- 9) I can have 30-40 prints of five different printmaking processes to include in my portfolio. *(S)*
- 10) I can use exacto knives without cutting myself or others. *(K)*
- 11) I can clean up my work area and the sinks so no one realizes I worked in the room *(K)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can demonstrate an understanding of the elements of art related to printmaking. *(K)*
- 2) I can demonstrate an understanding of the principles of design related to printmaking. *(K)*
- 3) I can demonstrate the ability to analyze how printmaking communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, expressive, and personal decisions. *(R)*
- 4) I can demonstrate the ability to plan artwork. *(R)*
- 5) I can create texture with collagraph. *(S)*
- 6) I can create value range with line. *(S)*
- 7) I can create negative spaces into recognizable shapes. *(S)*
- 8) I can use line to create value with a drypoint plate. *(S)*
- 9) I can create an image with texture in a collagraph plate. *(S)*
- 10) I can create a three color image that will be printed with silkscreen. *(S)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can use movement, rhythm, balance to create various images with different messages in printed media. *(S)*
- 2) I can create images using each of the principles of design, using various printmaking techniques. *(S)*
- 3) I can explain how I use the principles in each printed image. *(R)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

1) I can demonstrate an awareness of style periods. *(K)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

1) I can select subject matter incorporating appropriate symbols and ideas. *(R)*

2) I can create various thumbnail designs to develop my image ideas. *(S)*

3) I can use visual resources to garner ideas from other printmakers. *(S,R)*

4) I can translate my ideas into imagery via thumbnail drawings. *(S)*

5) I can choose images to portray my ideas that can be comfortably explained to a four-year-old and an eighty-four-year-old. *(S,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

1) I can compare the characteristics of printmaking in various eras and cultures. *(R)*

2) I can analyze, describe, and place a variety of printmaking in historical and cultural contexts. *(K,R)*

3) I can research the history of printmaking and pick out a style of printmaking that I like. *(S,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

1) I can research how printmaking has been used in different cultures throughout history. *(S)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian works of art, to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

1) I can identify and analyze exemplary historic and contemporary prints through a critical and aesthetic inquiry process. *(R)*

- 2) I can participate thoughtfully in a class critique of prints. *(R)*
- 3) I can formulate my opinion of my own and other students' work. *(R)*
- 4) I can think about and articulate my opinion about prints. *(S,R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can describe and compare a variety of individual responses to my own prints and the works of others. *(R)*
- 2) I can critique the quality of my work compared to the work of other students. *(S,R)*
- 3) I can make an image that makes a social statement. *(S,R)*
- 4) I can research printmakers and how they use their work to influence culture. *(S)*
- 5) I can display my work in a visually pleasant way. *(K,S)*
- 6) I can research how various cultures use printmaking. *(K,S)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can present and exhibit my work. *(S)*
- 2) I can demonstrate appropriate audience behavior for the context and style of art presented. *(S)*
- 3) I can express my opinion of other people's work politely. *(S,R)*
- 4) I can tell what prints I like and why. *(S,R)*
- 5) I can use research tools to find artists who make prints I think are powerful. *(S,R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can demonstrate an awareness of careers in printmaking and other visual arts. *(K)*
- 2) I can demonstrate an awareness of the potential of lifetime learning in the arts. *(R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can identify and analyze exemplary historic and contemporary prints through a critical and aesthetic inquiry process. *(K,R)*
- 2) I can describe and compare a variety of individual responses to my own printed work related to other subject content areas. *(R)*
- 3) I can connect the culture outside of school to what I make in school. *(R)*
- 4) I can tell where printed media is seen in the world. *(K)*
- 5) I can research jobs that use printmaking. *(K,S)*
- 6) I can see the application of printmaking in future career opportunities. *(K,R)*