

**Unit Title:** *An Exploration in Printmaking*

**Teacher/Author:** Roselie Bongiovi

**Grade Level:** 5th Grade

**Length of Unit:** 10-11 weeks (45-minute class periods held once a week)

**Unit Description:**

This exploratory unit of printmaking will provide students with basic background knowledge on this history, different types, and famous artists of printmaking, as well as give them the opportunity to experiment with and & create their own monotype, dry point-etching, stamp, and collagraph prints. Students will have the option to choose their subject matter, and final works for their portfolio following specific criteria checklists for each project. In their discussions of famous pieces, students will identify specific techniques used for printmaking to deepen their understanding of these techniques. Students will also be able to observe how they experience printing in their daily lives, such as the clothing they wear, books they read etc. Students will use their interpretations and analyses of the famous works discussed in class, as well their own computer research, as inspiration for their own printmaking projects. Students will then be creating their own mini portfolio to display their projects to their peers, expanding on their portfolio curation abilities. This unit will help strengthen student awareness of negative space as well as the elements principles of design, which are all prerequisites for this unit. This unit addresses student developmental needs as it focuses on spatial awareness, enhances a need for detail, and helps develop basic shading abilities. Students in need of accommodations will have accommodations in accordance with their IEP/504 plan, as well as be provided with alternate materials, alternate project goals, physical notes, and vocabulary flashcards if needed. ELL students will be provided with visual imagery for vocabulary, phonetic spelling of new vocabulary, and will be paired with a partner based on their language needs (if there is a partner accessible) throughout the course of this unit.

**Essential Questions:**

- What responsibilities come with the freedom to create?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?

**Big Ideas/Enduring Understandings:**

- While we are creating art, we must understand how to use, respect and maintain our materials.
- As artists when creating a portfolio, we must choose work that follows a specific outline for that portfolio, as well as work that demonstrates the best of our abilities.
- As artists we select our materials through experimentation and their abilities to accomplish our visions for a piece, as well as their abilities to complete project criteria.

**Materials:**

- Styrofoam sheet
- Ballpoint pens
- Wooden Blocks
- Acrylic Paint (Basics is a good consistency)
- Cardboard
- Aluminum Baking Tins
- Cardstock Paper
- Brayers
- Sharpie making
- Glue Bottles
- Glue Sticks
- Newsprint/Newspaper
- Textured objects (such as rice)
- Charcoal

- Transfer Paper
- Linoleum plates (for student observation)
- Etching needles (for student observation)
- Stamps (for student observation)
- Window screen (for student observation)
- Premade Collagraph Plate
- Paper Cutter

### **Vocabulary & Concepts:**

- Printmaking
- Brayer
- Etching
- Monotypes
- Hatching
- Collagraphs
- Linocut
- Printing Press
- Printing Plate
- Pattern
- Typography
- Screen Printing
- Andy Warhol
- Subtraction
- Principles of Design
- Elements of Design
- Negative Space
- Positive Space
- Layering
- Contrast

### **Sequence of Teaching & Learning Experiences:**

This is an exploratory unit on printmaking, incorporating history, visual resources, and a variety of techniques and materials. Individual lessons as well as the length of the unit can be adapted depending upon the length of class time, frequency of class sessions, duration of course, and availability of materials. The unit consists of 10 lessons. There is a description for each lesson, with Lessons 1 and 2 written out in great depth.

### **Lesson 1: Introduction to Printmaking: Defining a Print & Types**

Students will be given a presentation that defines printmaking, defines the types of prints students will be making during this unit, illustrates printmaking techniques, and provides visual examples that students will be tasked with analyzing.

#### **Core Standards:**

- **Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- (VA:Cn11.1.5a), Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
- **Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.
- (VA:Cn10.1.5a) Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.

#### **Common Core Standards:**

- They build strong content knowledge.

#### **Essential Questions:**

- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How can we connect printmaking to our daily lives?

## Lesson Plan for Lesson 1

VISUAL ARTS UNIT/PROJECT (1)	GRADE LEVEL (1)	DATE (1)
Exploration in Printmaking	5th	4/27/21

TODAY'S LESSON DESCRIPTION/CENTRAL FOCUS (5)
<p><b>Lesson #1: Introduction to Printmaking: Defining a Print &amp; Types</b>          Students will observe a basic history of printmaking, the different types of printmaking, and famous printmakers to gain an understanding of new techniques &amp; inspiration for their own printmaking projects.</p>

NYS/NCAS VISUAL ARTS STANDARDS (4)		LESSON OBJECTIVES (4)	CCSS ALIGNMENT (4)
PROCESS	ANCHOR STANDARD(s)	LEARNING OBJECTIVE SWBAT (Students will be able to)...	<i>Capacities of the Literate Individual and/or Mathematical Practices</i>
<b>CREATING</b> <i>Conceiving and developing new artistic ideas and work</i>	<b>1- Generate and conceptualize artistic ideas and work</b>	Accurately understand complete a vocabulary crossword puzzle with peers.	They build strong content knowledge.
<b>PRESENTING</b> <i>Interpreting and sharing artistic work</i>	<b>5- Develop and refine artistic techniques and work for presentation</b>	Share their opinions of definitions to their peers to determine an answer together.	They comprehend as well as critique.
<b>RESPONDING</b> <i>Understanding and evaluating how the arts convey meaning</i>	<b>8- Interpret intent and meaning in artistic work</b>	Analyze the works of famous artists to determine what printing techniques were used in the creation of their work.	They respond to the varying demands of audience, task, purpose, and discipline.
<b>CONNECTING</b> <i>Relating artistic ideas and work with personal meaning and external context</i>	<b>10- Synthesize and relate knowledge and personal experiences to make art</b>	Connect the techniques and results of printmaking to objects they own and use outside of school.	They build strong content knowledge.  They demonstrate independence.

VOCABULARY & LANGUAGE DEMANDS	
Key Vocabulary (3)	Language Objectives (2)
<ul style="list-style-type: none"> <li>• <b>Etching:</b> scratching into the surface of an object to create a design to print with</li> <li>• <b>Printmaking:</b> the activity or occupation of making pictures or designs by printing them from specially prepared plates or blocks.</li> <li>• <b>Printing Press:</b> a machine for printing text or pictures from type or plates.</li> <li>• <b>Pattern:</b> a repeated decorative design.</li> <li>• <b>Brayer:</b> a small roller for inking type by hand, usually for making a proof.</li> <li>• <b>Hatching:</b> technique used by artists to indicate shading.</li> </ul>	<p>Students will be able to...</p> <p><b>Compare</b> works of art.</p> <p><b>Explain</b> the context and composition of their work.</p> <p><b>Evaluate</b> the extent to which elements work together to create an impact or convey an intended message.</p>

- **Linocut:** uses linoleum as the surface into which the design is cut and printed from.
- **Collagraph:** a collage of materials of various textures glued on to a printing plate.
- **Typography:** the technique of arranging & printing type to make written language readable
- **Screen Printing:** force ink through a prepared screen of fine material to create a picture or pattern.
- **Printing Plate:** That often-rectangular surface used to create prints.

### INSTRUCTIONAL RESOURCES & MATERIALS (10)

- Smartboard/Projector
- Computer
- PowerPoint Presentation
- Physical Examples
- Plexiglass or Plastic Printing Plate
- Etching Needle
- Wooden Stamps
- Brayer
- Collagraph Board
- Vocabulary Flashcards



Sharecropper- Elizabeth Catlett



Marlin Diptych – Andy Warhol



Tête de Femme en Mascarone: Matisse



Under the Wave off Kanagawa: Katsushika Hokusai



Musica #5 (Collagraph of Calico Cat): Bonnie Murray



New York and Abstraction: Christopher Richard Wynne Nevinson

**PRIOR ACADEMIC LEARNING & PREREQUISITE SKILLS (4)**

**Previous lessons in this unit/project:**

None this is the first lesson.

**Other prior knowledge/experiences/skills:**

Students will need general knowledge of how to handle pens and care for wet mediums such as paint for this entire unit as well as the principles and elements of design.

**ANTICIPATED MISCONCEPTIONS (4)**

- Students may think printmaking is just using a computer printer to print images.
- Students may think prints can only be created in black and white.
- Students may think you can only make prints using ink.

**SPECIAL ACCOMMODATIONS & CONSIDERATIONS (12)**

**Students with Disabilities**

- Accommodations will specifically address the needs outlined in each student's IEP
- A student with limited visual abilities will be provided with vocabulary flash cards or printed vocabulary.
  - Alternative materials will be provided for students with fine motor skills difficulties.

**English Language Learners**

- Make sure I have bilingual IMAGE + word posters/reference charts hanging in the classroom
- Include phonetic spelling for vocabulary
- ELLs will be paired with bilingual students who speak native language

**Opportunities for Student Choice/Project Alternatives/ Differentiation Strategies for all students**

- Having the fine art images on the power point and posted in the room + handheld fine art reproductions
  - Students will be given printing plates to visually and tactilely observe.

**Student Grouping**

- By behavioral style/need
- By language needs

LESSON PROCEDURE (20)	
MOTIVATION/WARM-UP (5 minutes)	<p>Start the lesson with a do now questions.</p> <ul style="list-style-type: none"> <li>• What do we print in our lives?</li> <li>• What machines do we use to print?</li> <li>• What objects do we print on?</li> </ul> <p>Have students jot down answers in their notebook and prepare to share them with the class.</p> <p>Set up physical materials during this time.</p>
~ Make sure students have note taking supplies and prepare physical examples~	
LESSON/ GUIDED PRACTICE (15 minutes)	<p>Conduct Presentation of Printmaking</p> <ul style="list-style-type: none"> <li>- Have students repeat vocabulary words and definitions as well as record them.</li> <li>- Have students analyze the works of famous artists by asking the following questions. <ul style="list-style-type: none"> <li>- What type of print do we think this work is and why?</li> <li>- Did this artist carve into the piece, cut into the piece, or place objects directly onto the printing plate?</li> <li>- Is this piece abstract, realistic, a portrait a pattern or even both?</li> <li>- Have we seen this piece outside the art classroom, if so, where?</li> </ul> </li> <li>- Distribute flashcards to students in need of them and distribute physical examples of printing plates and printing materials for students to view during the presentation.</li> </ul>
~Distribute worksheet to students~	
INDEPENDENT PRACTICE (20 minutes)	<p><b>Activity:</b> Students will pair up to complete a vocabulary and famous artists crossword puzzle</p> <p><b>Teacher Actions:</b> While students are working independently, teacher circulates around the room to observe student progress, asking clarifying questions to assessing/checking for understanding of student understanding of both the vocabulary and activity, and to keep student conversation focused on their activity. Keep reminding students about TIME so that they stay on track (if possible, use a timer on the smart board so that students can self-reference)</p> <ul style="list-style-type: none"> <li>• Make sure that all student needs are being met, being sure to check in re: IEPs/504 plan specific needs.</li> <li>• Encourage students to try and not use their notes for this activity unless they are unsure of what word they need.</li> </ul>
CLOSURE (5 minutes)	<p>Ending discussion: Discuss the crossword puzzle by going through the answer key.</p> <ul style="list-style-type: none"> <li>- Ask students for the word by reading the clue and having the entire class answer.</li> <li>- Give students an opportunity to fix their answers.</li> </ul> <p>Collect student work for participation and assessment, making sure each student's paper is labeled with their name to redistribute next class.</p>
<p><b>EXTENSIONS (2)</b></p> <ul style="list-style-type: none"> <li>• Complete leadership roles/responsibilities around the classroom.</li> <li>• Fix notes according to peers/puzzle definitions</li> </ul>	

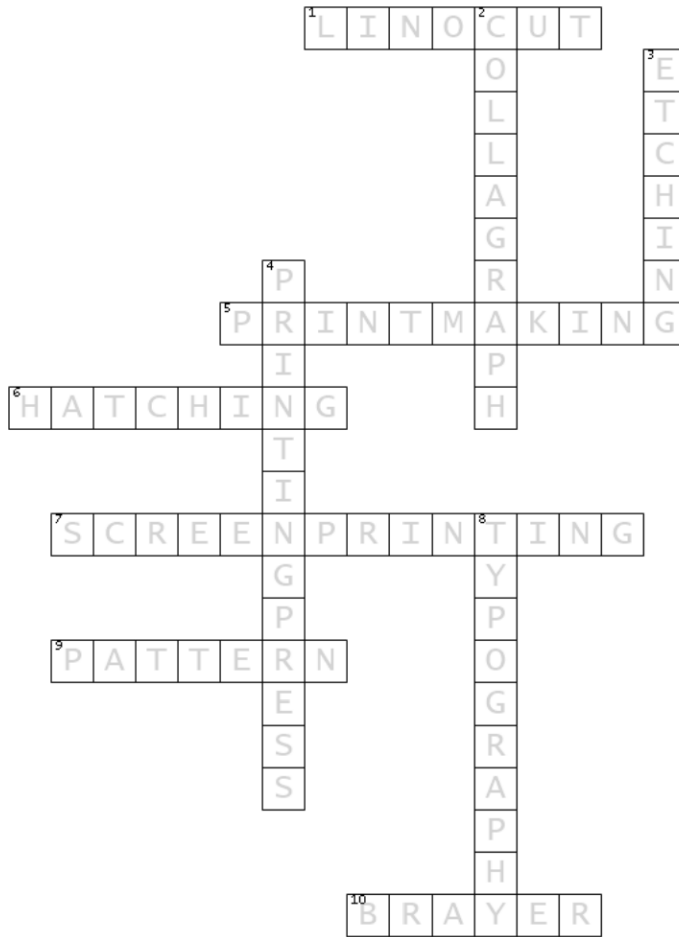
**NEXT LESSON (3)**

- Monotype Printing
- Etching
- Stamp Making
- Collagraphs

**TEACHER REFLECTION (5)**

This lesson helps develop children's basic understanding of printmaking by exposing them to its history techniques. Some challenges students may have will be understanding new vocabulary and differentiating the different types of prints, which can be solved through word walls and visual images that are constantly available to them.

**TEACHER SAMPLE OUTCOMES (10) (next page, answer key would be too blurry if image was smaller)**



ACROSS

1. uses linoleum as the surface into which the design is cut and printed from.
5. making designs by printing them from specially prepared plates or blocks.
6. technique used by artists for shading
7. force ink through a prepared screen so as to create a picture or pattern
9. a repeated decorative design.
10. a small roller for inking printing plates

DOWN

2. a collage of materials glued on to a printing plate
3. scratching into the surface of an object to make a print
4. a machine for used printing
8. printing words for books/newspapers

**ASSESSMENT (5)**

Formative Assessment Strategy	Summative Assessment Strategy
<p>Teacher Circulation &amp; Observation</p> <p><b>Alignment with Objectives:</b></p> <p>While the teacher circulates the classroom, the teacher should observe and examine if the students are applying the appropriate terms and language in not only their puzzles but discussions with their peers.</p>	<p>Crossword Puzzle Completion</p> <p><b>Alignment with Objectives</b></p> <p>The completion of the vocabulary crossword will help reinforce the definitions of the new terms they will be using throughout this printmaking unit.</p> <p><b>Evidence of Understanding</b></p>



<p><b>Evidence of Student Understanding:</b> Visual evidence through student work, in addition with the auditory evidence of student conversations, as well as an observation of student behavior.</p> <p><b>Student Feedback:</b> For students who are completing the puzzle at a good pace and are working well with their peers, the teacher can simply give feedback such as “keep up the good work”, for those who are having difficulty with the clues for certain words, the teacher can give extra clues or simpler versions of the clues that were already given, to help prompt a conversation between the 2 students working together.</p>	<p>Visual evidence through student work, in comparison with the answer key created for this crossword puzzle.</p> <p><b>Student Feedback:</b> Teacher Feedback to students should consist of correct definitions for incorrect word placement &amp; simpler definitions for words that students had the most difficulty with.</p>
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<b>PROJECT CRITERIA CHECKLIST</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>All sections of the crossword puzzle are filled correctly.</i></li> <li><input type="checkbox"/> <i>Students keep consistent on task conversation with each other.</i></li> <li><input type="checkbox"/> <i>Students try not to rely on their notes.</i></li> </ul>
<p><b>PEER FEEDBACK:</b> Students will be giving each other verbal feedback during this lesson.</p>
<p><b>TEACHER FEEDBACK:</b> The teacher will provide verbal feedback to the students while they analyze famous print works and complete their vocabulary crossword puzzles.</p>

**Lesson 2: Monotypes: Lets Print Our Names**

Students will be creating a monotype print based upon writing their own name, to allow them to explore the very basic elements of printmaking, and to instill at the beginning of the unit that all of their prints will be printing backwards. This lesson will begin with a demonstration that is followed up by independent work.

**Core Standards:**

- **Anchor Standard 2:** Organize and develop artistic ideas and work.
- (VA:Cr2.1.5a), Experiment and develop skills in multiple art-making techniques and approaches through practice.

**Common Core Standards:**

- Attend to precision.

**Essential Questions**

- What responsibilities come with the freedom to create?
- What are the basic steps to creating a print?

**Lesson 3: Etching: Etching Animals into Styrofoam**

Students will be creating a Styrofoam etching based upon an animal of their choosing, by creating a sketch, transferring the sketch onto Styrofoam, and etching into the Styrofoam with a ballpoint pen. This lesson will begin with a demonstration that is followed up by independent work.

**Core Standards:**

- **Anchor Standard 1:** Generate and conceptualize artistic ideas and work.
- (VA:Cr1.1.5a), Combine ideas to generate an innovative idea for art-making.

**Common Core Standards:**

- Use appropriate tools strategically.

**Essential Questions**

- What responsibilities come with the freedom to create?
- How do we use and respect tools to create successful prints?

#### **Lesson 4: Stamp Making: Creating and Stamping Patterns**

Students will be creating a wooden block-based stamp that will create a pattern of their own design. This lesson will begin with a demonstration that is followed up by independent work.

##### **Core Standards:**

- **Anchor Standard 7:** Perceive and analyze artistic work.
- (VA:Re.7.2.5a), Identify and analyze cultural associations suggested by visual imagery.

##### **Common Core Standards:**

- They come to understand other perspectives and cultures.

##### **Essential Questions**

- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do we incorporate the elements and principles of design into our pieces?

#### **Lesson 5: Stamp Making Continued**

The numerous steps that are needed to create successful stamp prints will cause the stamp making lesson to continue taking up 2 class periods or more if needed.

##### **Core Standards:**

- **Anchor Standard 7:** Perceive and analyze artistic work.
- (VA:Re.7.2.5a), Identify and analyze cultural associations suggested by visual imagery.

##### **Common Core Standards:**

- They demonstrate independence.

##### **Essential Questions**

- What responsibilities come with the freedom to create?
- How do we incorporate the elements and principles of design into our pieces?

#### **Lesson 6: Collagraphs: Textured Abstraction**

Students will be creating a collagraph using found objects from their home and within the classroom as materials for abstraction. This lesson will begin with a demonstration that is followed by independent work.

##### **Core Standards:**

- **Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.
- (VA:Pr5.1.5a) Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

##### **Common Core Standards:**

- Reason abstractly and quantitatively

##### **Essential Questions**

- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do different textures impact the flow of our pieces?

#### **Lesson 7: Collagraphs Cont.**

The numerous steps that are needed to create successful collagraph prints will cause the collagraph printing lesson to continue taking up 2 class periods or more if needed.

##### **Core Standards:**

- **Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.
- (VA:Pr5.1.5a) Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

##### **Common Core Standards:**

- They demonstrate independence.

##### **Essential Questions:**

- What responsibilities come with the freedom to create?
- How do different textures impact the flow of our pieces?

#### **Lesson 8: Paper Bound Portfolios: Lets Collect our Work**

Students will be analyzing their own artwork to create a mini "portfolio" of their work, which is a paper bound book that they will be creating during this lesson. A demonstration for the binding of the book will be conducted

followed by independent work.

**Core Standards:**

- **Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.
- (VA:Pr4.1.5a) Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- **Anchor Standard 3: Refine and complete artistic work.**
- (VA:Cr3.1.5a) Create artist statements using art vocabulary to describe personal choices in artmaking.

**Common Core Standards:**

- They value evidence.

**Essential Questions**

- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- How do we select pieces to create portfolios?

**Lesson 9: Paper Bound Portfolios Cont.**

The numerous steps that are needed to create successful paper bound books will cause this lesson to continue taking up 2 class periods or more if needed.

**Core Standards:**

- **Anchor Standard 9:** Apply criteria to evaluate artistic work.
- (VA:Re9.1.5a) Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.
- **Anchor Standard 6:** Convey meaning through the presentation of artistic work.
- (VA:Pr6.1.5a) Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

**Common Core Standards:**

- They demonstrate independence.

**Essential Questions:**

- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What makes a good artistic portfolio that represents our artistic abilities?

**Lesson 10: Printmaking Exhibition: Lets Present Our Work**

Students will be taking their completed portfolio books to class and leaving them at their stations as their “printmaking exhibit” as they conduct a gallery walk to view the work of their peers and follow the critique prompts that they receive.

**Core Standards:**

- **Anchor Standard 8:** Interpret intent and meaning in artistic work.
- (VA:Re8.1.5a) Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

**Common Core Standards:**

- They comprehend as well as critique.

**Essential Questions:**

- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- How do peer critiques help us refine our work?

**Assessment:**

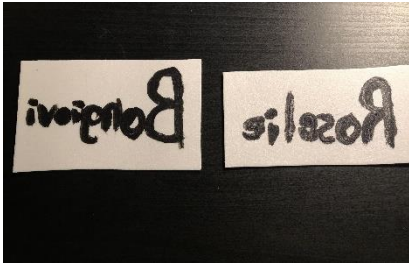
- **Creation of Paper Bound Book (Summative):** Students demonstrate an understanding of printmaking criteria and basic portfolio creation by assembling a paper bound book of their own work, by comparing it to individual project criteria as well as portfolio criteria.
- **Vocabulary Crossword Completion (Summative):** Students will be able to demonstrate their understanding of new vocabulary for this unit by their accurate completion of a word crossword puzzle with their peers.

- **Peer Assessment Checklist (Summative):** Students examine and assess a partner's paper bound book using a questionnaire to assess the following.
  - Which printing project did you find to be the most successful, both visually and according to the project criteria? Why?
  - What are at least 2 things you would have your peers elaborate on or remove from their pieces?
  - What elements/principles are you able to find in your partners work?
  - Do you believe your partners portfolio accurately reflects their artistic ability? Why or why not?
- **Etching (Formative):** Through an etching exercise, students demonstrate ability to control their own pressure to create line variations and are forced to make confident strokes and composition decisions as this is a non-erasable medium. Students demonstrate an understanding of negative space as this is a partly subtractive activity.
- **Pattern Assembly (Formative):** Through the planning and creation of a patterned design, students demonstrate an understanding of negative space, the principles of design, as well as understanding how these components are part of their responsibility for creation.
- **Textured Object Collection (Formative):** Through selecting textured objects for their collagraphs, students demonstrate an understanding of creation through exploration, and how different materials may impact the visual component of their artworks.
- **Peer Project Discussion (Formative):** Through discussions about their designs and works with their peers, students demonstrate an understanding of new printmaking vocabulary and techniques, as well as their ability to critique in a studio setting.
- **Project Criteria Checklist (Formative):** Students will be given a project criteria checklist for each printing project they complete throughout this unit. Students will be able to measure the successfulness of their print for their portfolio curation through the completion of these checklists.

### Sample Art Outcomes:



## Process Photos



## Resources:

- "The Art Teacher's Survival Guide for Elementary and Middle Schools: Helen D. Hume
- NCAS Visual Art Standards: <https://www.nationalartsstandards.org/>
- "What is Printmaking" <https://www.metmuseum.org/about-the-met/curatorial-departments/drawings-and-prints/materials-and-techniques>
- Printmaking History in the West: [https://www.metmuseum.org/toah/hd/prnt/hd\\_prnt.htm](https://www.metmuseum.org/toah/hd/prnt/hd_prnt.htm)
- "Marylin" Andy Warhol: <https://www.metmuseum.org/art/collection/search/352328>
- <https://www.merriam-webster.com/>
- Literacy CSS: <http://www.corestandards.org/ELA-Literacy/introduction/students-who-are-college-and-career-ready-in-reading-writing-speaking-listening-language/>
- Math CSS: <http://www.corestandards.org/Math/Practice/>
- Block Printing on Fabric: <https://www.youtube.com/watch?v=GSrpu9HQz00>
- Lowenfeld's Stages of Development: [https://westgateartappreciation.weebly.com/uploads/2/4/0/1/24015300/stages\\_of\\_artistic\\_development\\_in\\_children\\_2013-14.pdf](https://westgateartappreciation.weebly.com/uploads/2/4/0/1/24015300/stages_of_artistic_development_in_children_2013-14.pdf)
- "New York and Abstraction" <https://www.metmuseum.org/art/collection/search/834039>
- Marilyn Monroe: Andy Warhol





- The Sharecropper: Elizabeth Catlett



- Tête de Femme en Mascarone: Matisse



- Under the Wave off Kanagawa: Katsushika Hokusai



- Musica #5 (Collagraph of Calico Cat): Bonnie Murray



- New York and Abstraction: Christopher Richard Wynne Nevinson

