

## MSAD #54 Visual Arts Curriculum

Content Area: Art  
Unit: **Printmaking**

Grade: 9-12 Printmaking  
MLR Span: 9 - 12

**MLR Content Standard: A: Disciplinary Literacy – Visual Arts**  
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Artist's Purpose</b>	1.Students research and explain how art and artists reflect and influence culture and periods of time.	Students will: learn about other cultures and how they see the world and how they express their point of view through art.  create a piece of art that reflects what they have learned.	Study an example of a culture and their art.  Students create stencil/stamp prints with a partner that reflect the sense of design from the culture they are studying.
<b>Elements of Art and Principles of Design</b>	2.Students evaluate all the features of composition.  a.Evaluate Elements of Art: color, form, line, shape, space, texture, and value.  b.Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.	Students will: Understand primary, secondary, complementary, and analogous colors.  Learn about value, line, and color when they use them to create a reduction block print.  Become aware of the principles of art, and their significance.	Create their own color wheel, using the primary and secondary colors to mix intermediate hues.  Learn about value, line, and color when they use them to create a reduction block print.

<p><b>Media, Tools, Techniques, and Processes</b></p>	<p>3.Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.</p>	<p>Students will: Learn about art through the use of a variety of printmaking media. Included are reduction block printing, stencil/stamp printing, and silk screen printing.</p>	<p>Create their own multicolored prints which reflect their lives through the process of reduction block printing.</p>
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MLR Content Standard: **B: Creation, Performance, and Expression**  
Students create, express, and communicate through the art discipline.

<b>Creation &amp; Expression</b>	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Media Skills</b>	1. Students choose suitable media, tools, techniques, and processes to create a variety of original art works.	Students will: Create a variety of prints using different media and tools.  Create a relief print, then a stencil/stamp print and finally a silkscreen print.	Printmaking resources include the use of the gouge and bench hook to cut out the block in a relief print. They then use the brayer and baren to print on paper.
<b>Composition Skills</b>	2. Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.	Students will: Use the elements of art and the principles of design to create prints that demonstrate development of their own unique styles and skills.  Use line, value, texture, and color in the creation of reduction block prints.	Students create a multicolored reduction relief print starting with a sketch and working through to a finished product. This print should use the elements of art and design such as line, value, texture, and color in the production of these prints.
<b>Making Meaning</b>	3. Students create a body of original art work.  a. Demonstrate sophisticated use of media, tools, techniques, and processes.  b. Demonstrate knowledge of visual art concepts.  c. Communicate a variety of ideas, feelings, and meanings.	Students will:  Make prints that reflect their lives.  The prints should be about something that is meaningful in their lives.	The creation of an original piece of art is the goal.  Their prints are a reflection of their lives, and therefore are quite original.  Students learn how to use tools, media, and processes to produce their prints.  They communicate a variety of ideas, feelings, and meanings.

<p><b>Exhibition</b></p>	<p>4. Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>	<p>Students will: have their artwork shown in front of the office and at the annual art show sponsored by the Women Clubs.</p>	<p>We have a couple of opportunities to show student artwork each year. We have a bi-annual student art show at the Central Maine Artist's Gallery with the Art club.</p> <p>Other opportunities are showing the prints in a case by the office and the Women's Club Art Show in Madison.</p>
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**MLR Content Standard: C: Creative Problem Solving**  
Students approach artistic problem-solving using multiple solutions and the creative process.

<b>Problem-Solving</b>	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Application of Creative Process</b>	1. Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.	Students will Use creative problem-solving to create prints using creative thinking skills to improve or vary their own work.	They make an edition of prints that use their creative-thinking and problem-solving skills.  They are really involved in the production of a quality product.  They need to follow a process and make a series of identical objects.

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**MLR Content Standard: D: Aesthetics and Criticism**  
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

<b>Aesthetics &amp; Criticism</b>	<b>MLR Performance Indicators PreK-2</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<p><b>Aesthetics and Criticism</b></p>	<p>1. Students analyze and evaluate art forms.</p> <p>a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/non-print sources.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p>	<p>Students will: Do literacy activities as requisite part of each unit in Printmaking.</p> <p>See artworks and information from a variety of media. Examples are videos, power points, websites, and print media.</p> <p>Students will develop an ability to critically evaluate an artwork. They will be looking at other artwork in a critical way.</p>	<p>Use of literacy strategies such as: Word Walls Triple entry vocabulary Quick Writes Knowledge Rating Guides RAFT's</p> <p>Students will see a video, read from a magazine, see a power point and get exposure to a variety of artwork.</p> <p>Students will get the opportunity to evaluate their own and their classmates' artwork, as well as the artwork they see in the world.</p>

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**MLR Content Standard: E: Visual and Performing Arts Connections**  
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

<b>Connections</b>	<b>MLR Performance Indicators PreK-2</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>The Arts and History and World Culture</b>	1.Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.	Students will: study Japanese printing, as an example of multicolored printing.	The Japanese process of Ukio-e color woodblock printing is studied as an example of what another culture used as media.  The cultural context of 18 <sup>th</sup> Century Japan is explored through reference to Kabuki theatre and Haiku poetry.
<b>The Arts and Other Disciplines</b>	2.Students analyze skills and concepts that are similar across disciplines.	Students will: Learn how visual literacy relates to other disciplines. The names of famous mathematicians such as Pythagarous come up when learning about the Golden Mean and proportions.	
<b>Goal Setting</b>	3.Students make short-term and long-term goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.	Students will: learn how to manage their time and effort to produce an edition of prints that takes organization, time management, and skill to accomplish.	They create an edition of prints that requires them to manage their time and skills to accomplish.

<p><b>Impact of the Arts on Lifestyle and Career</b></p>	<p>4. Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p>	<p>Students will: use their natural creativity to produce an artwork that has something to do with their lives. The process requires them to think about where they are going with their lives, and what is important to them.</p>	<p>Everything they do will require the use of creativity. The school to work transition and career and life decisions that they make will be influenced by the kinds of images that they created in their Printmaking class. Hopefully their artwork helps them to clarify where they are going.</p>
<p><b>Interpersonal Skills</b></p>	<p>5. Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ul style="list-style-type: none"> <li>a. Getting along with others</li> <li>b. Respecting differences</li> <li>c. Working as a team/ensemble</li> <li>d. Managing conflict</li> <li>e. Accepting/giving/using constructive feedback</li> <li>f. Accepting responsibility for personal behavior</li> <li>g. Demonstrating ethical behavior</li> <li>h. Following established rules/etiquette for observing/listening to art</li> <li>i. Demonstrating safe behavior</li> </ul>	<p>Students will: have to work with others to produce a quality product.</p> <p>They have to respect differences and work with others to produce an edition of prints.</p> <p>They have to be good citizens of the art room, clean up after themselves, put away art materials, and get along with their classmates.</p> <p>When they get their artwork graded, I ask them to tell me one thing that they like about the edition of prints and one that they would change if they could.</p> <p>Ethical and safe behavior is required in the classroom.</p> <p>Students learn the use of the bench hook and the gouge, as well as other tools.</p>	<p>Students generally work well together to produce a quality product.</p> <p>The class works together to produce an edition of prints. They need help to clean up and put away art materials.</p> <p>Students learn how to use and accept constructive feedback.</p> <p>Students accept responsibility for their personal behavior and work together in the classroom.</p> <p>Students learn and use safety equipment in the classroom.</p>