



# Printmaking - Unit 1 - Mutual Understanding

## Unit Focus

In this unit, students will consider the impact media and the arts have on the individual and how that may influence peace building and social advocacy. Students will become acquainted with several resources that will be utilized throughout the course to inform an artistic investigation: The United Nations' Declaration of Human Rights, U.N. Sustainable Development Goals, Unesco's World Heritage, and U.S. Institute of Peace. In this unit, Students will utilize these resources to inform a drypoint print.

*" Art can be instrumental in shaping the tone and nature of intercultural relations. It provides, on the one hand, a medium through which cultural heritage and identity can be experienced and interpreted. On the other hand, it can create a unique space for artists, audiences, and other stakeholders in cultural management to come together on a neutral platform." Art as Cultural Diplomacy - Course Description*

Students will apply their knowledge through a series of written reflections and drawings in their personal journals in response to introductory class activities and prompts. The activities may include the Harvard personal bias test, a discussion of the role of art and media in peace building, understanding personal work habits and building trust to work collaboratively. Some of the activities will include imagining design solutions for the related art project (dry point print).

Students will learn through a series of interactive activities aimed at fostering cooperation. Rules for Respectful Dialog will be followed. Students will collectively to brainstorm ideas for the subject and content of upcoming printmaking projects.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Common Core               <ul style="list-style-type: none"> <li>○ <i>English Language Arts: 11-12</i></li> <li>▪ Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.11-12.1)</li> <li>▪ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS.ELA-LITERACY.SL.11-12.1.D)</li> </ul> </li> <li>• National Core Arts Standards               <ul style="list-style-type: none"> <li>○ <i>Visual Arts: HS Proficient</i></li> <li>▪ Relate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (VA:Cn11.1.HSI)</li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Examine a topic or genre to better understand a piece of art or artist in relation to time and place</p> <p><b>T2</b> Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p><b>U1</b> Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.</p> <p><b>U2</b> Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> How do I show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work?</p> <p><b>Q2</b> How does knowing more about the topic change or deepen my understanding?</p>	

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>▪ Describe how knowledge of culture, traditions, and history may influence personal responses to art. <i>(VA:Cn11.1.HSL.a)</i></li> <li>▪ Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. <i>(VA:Cr1.1.HSI)</i></li> <li>▪ Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. <i>(VA:Cr1.2.HSL.a)</i></li> <li>▪ Perceive: Perceive and analyze artistic work. <i>(VA:Re7.1.HSI)</i></li> <li>▪ Hypothesize ways in which art influences perception and understanding of human experiences. <i>(VA:Re7.1.HSL.a)</i></li> <li>• National Council for the Social Studies (NCSS) Standards             <ul style="list-style-type: none"> <li>○ <i>Social Studies: K-12</i></li> <li>▪ Global Connections Social studies programs should include experiences that provide for the study of global connections and independence, so that the learner can: <i>(NCSS.IX)</i> <ul style="list-style-type: none"> <li>▪ explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding; <i>(NCSS.IX.a)</i></li> <li>▪ investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war. <i>(NCSS.IX.f)</i></li> </ul> </li> </ul> </li> </ul>	<p><b>U3</b> Language and images have the power to inspire action.</p>	<p><b>Q3</b> What is important for me to communicate? When should the work stand on its own?</p>
<b>Acquisition of Knowledge and Skill</b>		
	<b>Knowledge</b>	<b>Skill(s)</b>
	<p><i>Students will know...</i></p> <p><b>K1</b> Understand the impact media and the arts have on the individual and how that may influence peace building.</p> <p><b>K2</b> Techniques for fostering cooperation with their peers.</p> <p><b>K3</b> How to access information for a specific purpose. (Facts and imagery about their community, to Madison, CT)</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Press Safety and usage in a shared studio setting</p> <p><b>S2</b> Proper etching/carving and inking techniques</p> <p><b>S3</b> Developing compositions for maximum impact</p>
<p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>○ Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. <i>(POG.2.1)</i></li> <li>○ Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. <i>(POG.5.1)</i></li> <li>○ Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. <i>(POG.5.2)</i></li> </ul>		