

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, New Jersey 07003**

**Curriculum Guide**

**Art II: Printmaking and Bookmaking**

**Grades 10-12**

**Prepared by:**

**Jennifer Khoury**  
**Juan Leonardo, Fine Arts Supervisor**  
**Jason Bing, Superintendent of Schools**

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### Mission, philosophy and rationale

We, the arts educators of Bloomfield, believe that arts instruction is a core area of education. Arts experiences, knowledge, skills and dispositions are prevalent and integral in the daily lives of people all over the world, not merely a source of entertainment. We believe the schools have an obligation to educate every child, help every child meet his or her fullest potential as a person and member of society, and provide the appropriate learning experiences to meet the goal. The arts are a distinctive part of that obligation. The Bloomfield community embraces the arts and explicitly demands art education as part of the total education for all students.

Arts education uniquely presents learning opportunities for all students, including:

- Increased learning opportunities
  - Learning through activity (praxis)
  - Developing innovative mental capabilities
  - Developing both sides of the brain
  - Refining motor skills
  - Encouraging creative thinking
- Increased sense of community and collaboration
  - Collaborating, working together for the common cause
  - Unifying diverse communities, culturally, socio-economically
  - Increasing awareness of surroundings
    - Development of artistic abilities and sensibilities
    - Being part of an artistic community
    - Appreciating the artistic process and recognizing quality in the arts in a postmodern society
    - Encouraging future artistic endeavors, such as possible arts careers, becoming a consumer of the arts, becoming a supporter of the arts
  - Coming to know and appreciate artistic creation
  - Expanding aesthetic sensitivity
- Development of self, self awareness, emotional quotient ("EQ")
  - Providing a means of expression, often a mode of nonverbal communication
  - Providing another path of self-knowledge
  - Celebrating humanity
  - Engaging senses
  - Enhancing lives
- Cultural and historical context and awareness
  - Expanding multicultural awareness

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- Understanding the history of the human condition through the arts
- Understanding and appreciating different perspectives

### Visual Arts

The visual arts have a vast and incalculable impact and importance on our society. For our young people to appreciate what humankind has imagined created and crafted demands a basic course of study that surveys a number of artists, techniques, tools and concepts. Students are asked to not only think in visual terms, but also evaluate in writing their techniques and ideas- in essence, their learning. Students are encouraged to think beyond the obvious, to go beyond what is known, to try unfamiliar media in a classroom environment that supports their continued growth. Students will learn design elements and principles as a school of thought as they use professional grade materials and explore time-honored techniques.

### Art II: Printmaking and Bookmaking

Art II: Printmaking and Bookmaking is a five-credit course open to all students in grades 10-12 that have passed the Foundations of Art course with a grade of C+, and fulfills the fine and/or performing arts graduation requirement. It is designed to foster the following proficiencies in our students:

- An introduction to the world of visual arts, including extensive knowledge of artists, media and techniques
- An understanding of the basic rules of composition and the basic principles of design, which leads to an increased comprehension of art theories and aesthetics
- An ability to apply visual arts skills and knowledge to every-day situations and enhance interactions with the world on aesthetic, cultural and social levels

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### Established Goals: New Jersey Core Content Curriculum Standards

#### **New Jersey Core Content Curriculum Standards for the Visual and Performing Arts**

The state of New Jersey has identified the visual and performing arts as core curriculum for all students K-12. Although these standards are not assessed on the state level, it is required that all fine arts curricula address the standards and include them at some level. The state has identified five standards and further clarified their purpose with the big ideas underlying them, as well as the essential questions and enduring understandings they address. The mission of the visual and performing arts is defined by the state as:

The arts contribute to the achievement of social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. (NJCCCS, 2004)

The recent Standards Clarification Project, the state used McTighe and Wiggins' *Understanding by Design* as a guide for making the standards more accessible and able to be realized in practice. For each of the five primary standards, the underlying big idea was stated, followed by essential questions and enduring understandings. The standards are the overarching goals for the entire visual and performing arts program. Specific goals for each course are addressed in individual curriculum. The 2009 VPA Standards are:

**Standard 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, an influence of the arts throughout history and across cultures.

**Standard 1.3 Performing:** All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art

**Standard 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.

In addition, all Bloomfield curricula address Standards 8 and 9, Technology and 21<sup>st</sup> Life and Careers:

**Standard 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Standard 8.1: Technology Education, Engineering and Design:** All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.

**Standard 9.1: 21<sup>st</sup> Century Life Skills:** All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.

**Standard 9.2: Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.

**Standard 9.3: Career Awareness, Exploration and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

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**Standard 9.4: Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, licenses and/or degrees.

### Standards Clarification Project Grades K-12 Visual and Performing Arts

In 2008, the NJ Department of Education produced the Standards Clarification Project. Although the project was aligned to the 2004 standards, its use of big ideas, essential questions and enduring understandings still undergird the current 2009 standards. The following is a realignment of the clarifications to fit with the current VPA standards.

**Standard 1.1: The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual art.

**Big Idea:** An understanding of the elements and principles of art is essential to the creative process and artistic production.

**Essential Questions:** 1) How do underlying structures unconsciously guide the creation of art works? 2) Does art have boundaries?

**Understandings:** 1) The arts serve, multiple functions; enlightenment, education and entertainment. 2) Underlying structures in art can be found via analysis and inference. 3) The artistic process can lead to unforeseen or unpredictable outcomes.

**Standard 1.2: History of the Arts and Culture:** All students will understand the role, development and influence of the arts throughout history and across cultures.

**Big Idea:** The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.

**Essential Questions:** 1) does art define culture or does culture define art? 2) What is old and what is new in any work of art? 3) How important is "new" in art?

**Understandings:** 1) Culture affects self-expression, whether we realize it or not. 2) Every artist has a style; every artistic period has a style.

**Standard 1.3: Performing:** All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing and /or presenting works of art in dance, music, theatre and visual art.

**Big Idea:** Active participation in the arts leads to comprehensive understanding of the imaginative and creative process.

**Essential Questions:** 1) How does creating and performing in the arts differ from viewing the arts? 2) To what extent does the viewer properly affect and influence the art and the artists and to what extent is the art for the artist?

**Understandings:** 1) Through the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.

**Standard 1.4: Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of art philosophies, judgment and analysis to works of art in dance, music, theatre and visual arts.

**Big Idea:** Aesthetic knowledge stimulates judgment and imagination, empowering students to interpret, appreciate and extract meaning from the arts through the critical process; students formulate judgments regarding artistic and aesthetic merits of artwork.

**Essential Questions:** 1) When is art criticism vital and when is it beside the point? 2) Why should I care about the arts? 3) What's the difference between a thoughtful and a thoughtless artistic judgment?

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Understandings: 1) Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. 2) The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. 3) Experts can and do disagree about the value, power and source of art. 4) The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.

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**Bloomfield Public Schools  
Understanding by Design Unit Template**

<b>Title of Unit</b>	Media Experimentation	<b>Grade Level</b>	10-12
<b>Curriculum Area</b>	Fine and Performing Arts	<b>Time Frame</b>	180 days
<b>Developed By</b>	Jennifer Khoury & Juan Leonardo, Supervisor of Fine Arts		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>The students will:</p> <ol style="list-style-type: none"> <li>1. <b>Demonstrate an understanding of printmaking by:</b> <ol style="list-style-type: none"> <li>a. <b>Creating original works of art using the techniques of printmaking.</b></li> <li>b. <b>Recognize and describe works of art in terms of the use of the techniques and in written material.</b></li> <li>c. <b>Critique and synthesize the works of art of peers and predecessors.</b></li> </ol> </li> </ol>			
<b>Primary Interdisciplinary Connections</b>			
<p><b>Standard 1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.</p> <p><b>Standard 1.2 History of the Arts and Culture:</b> All students will understand the role, development, an influence of the arts throughout history and across cultures.</p> <p><b>Standard 1.3 Performing:</b> All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art</p> <p><b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.</p> <p><b>Standard 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p><b>Standard 8.1: Technology Education, Engineering and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.</p> <p><b>Standard 9.1: 21<sup>st</sup> Century Life Skills:</b> All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.</p> <p><b>Standard 9.2: Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.</p> <p><b>Standard 9.3: Career Awareness, Exploration and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.</p> <p><b>Standard 9.4: Career and Technical Education:</b> All students who complete a career and technical education program will acquire academic and technical skills</p>			



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<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> ___x___ Global Awareness                      _x___ Financial, economic, business, and entrepreneurial literacy _____ Civic Literacy                         _____ Health Literacy	
<b>Transfer</b>	
Students will be able to independently use their learning to... - Take risks when using various media - Use rudimentary objects to create texture in printmaking - Challenge what they consider to be a tool	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
Students will understand that...	Students will keep considering...
<ul style="list-style-type: none"> <li>- Art requires skills to turn ideas into product</li> <li>- The clarity of a work of art and its ability to communicate can be affected by the manner in which it's shown.</li> </ul>	<ul style="list-style-type: none"> <li>- What is printmaking?</li> <li>- What is beauty?</li> <li>- How does a thought evolve from concept to product?</li> <li>- What role does spontaneity play in art?</li> </ul>
<b>Acquisition</b>	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
Printmaking can be accomplished through a variety of ways. The idea of traditional tools can be challenged.	Use basic skills to create a complex composition. Use problem solving skills to work through media.

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<b>Evidence (Stage 2)</b>		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
1.1 1.2 1.3 1.4	<b>Teacher rubrics</b> <b>Student Journal/Sketchbook Projects</b> <b>Writing Assignments</b> <b>Teacher observation</b> <b>Self evaluation</b> <b>Critiques</b>	<b><u>Transfer Task(s)</u></b> Formative  <b>Daily Observations</b>
		Summative  <b>Quizzes</b> <b>Critiques</b> <b>Projects</b>
		<b><u>Other Evidence</u></b> Formative  Student journal/sketchbooks
		Summative  Midterm and Final Exams

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<b>Learning Plan (Stage 3)</b>		
<b>Checks for alignment and best practice</b>	<b>Summary of Key Learning Events and Instruction</b> <i>The teaching and learning needed to achieve the unit goals.</i>	
	<b>Required Activities</b>	<b>Required Resources</b>
1.1 1.2 1.3 1.4	Frottage, Collage, String Prints	Multimedia Press & Pin Press
		Inks
		Paper
		Computer
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
1.1 1.2 1.3 1.4	Ink Blots, Potato Prints, Rubbings, Collage, Resists, String Prints, Photomontage, Stencil Prints	Field Trips
8.1 8.2 9.1 9.4		Contests
		Shows/Exhibits

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<b>Strategies for Differentiation</b>	
Lecture	Modeling/Demonstration
Class Discussions	Co-operative Learning and group assignments
Video	Critique
Field Trip	Kinesthetic Exercises
Individual Conferencing During Studio Time	

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Bloomfield Public Schools  
Understanding by Design Unit Template

<b>Title of Unit</b>	Direct and Indirect Prints	<b>Grade Level</b>	10-12
<b>Curriculum Area</b>	Fine and Performing Arts	<b>Time Frame</b>	180 days
<b>Developed By</b>	Jennifer Khoury & Juan Leonardo, Supervisor of Fine Arts		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>The students will:</p> <ol style="list-style-type: none"> <li>a. Demonstrate an understanding of direct and indirect printing by:</li> <li>b. Creating original works of art using the techniques of printmaking.</li> <li>c. Recognize and describe works of art in terms of the use of the techniques and in written material. Critique and synthesize the works of art of peers and predecessors</li> </ol>			
<b>Primary Interdisciplinary Connections</b>			
<p><b>Standard 1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.</p> <p><b>Standard 1.2 History of the Arts and Culture:</b> All students will understand the role, development, an influence of the arts throughout history and across cultures.</p> <p><b>Standard 1.3 Performing:</b> All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art</p> <p><b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.</p> <p><b>Standard 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p><b>Standard 8.1: Technology Education, Engineering and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.</p> <p><b>Standard 9.1: 21<sup>st</sup> Century Life Skills:</b> All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.</p> <p><b>Standard 9.2: Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.</p> <p><b>Standard 9.3: Career Awareness, Exploration and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.</p> <p><b>Standard 9.4: Career and Technical Education:</b> All students who complete a career and technical education program will acquire academic and technical skills</p>			

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<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> ___x___ Global Awareness                      _x___ Financial, economic, business, and entrepreneurial literacy _____ Civic Literacy                         _____ Health Literacy	
<b>Transfer</b>	
Students will be able to independently use their learning to... a. Creating original works of art using the techniques of printmaking. b. Recognize and describe works of art in terms of the use of the techniques and in written material. c. Critique and synthesize the works of art of peers and predecessors	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
Students will understand that...	Students will keep considering...
<ul style="list-style-type: none"> <li>- Art requires a cumulative knowledge of different art techniques.</li> <li>- An artist chooses their form or media based on purpose.</li> <li>- The clarity of a work of art and its ability to communicate can be affected by the manner in which it's shown.</li> </ul>	<ul style="list-style-type: none"> <li>- Why is it important to explore other alternatives to print techniques?</li> <li>- How does art evolve from concept to product?</li> <li>- How do we use art to communicate?</li> <li>- How can we “read” and “understand” a work of art?</li> </ul>
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>-Different methods of carving, and using subtractive printing techniques.</li> <li>-Create indirect and direct prints.</li> <li>-The origins of these print method and compare them to current commercial use.</li> </ul>	<ul style="list-style-type: none"> <li>-Use media in different ways to create different printmaking techniques.</li> <li>-Differentiate between direct and indirect techniques.</li> </ul>

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<b>Evidence (Stage 2)</b>		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
1.1 1.2 1.3 1.4	<b>Teacher rubrics</b> <b>Student Journal/Sketchbook Projects</b> <b>Writing Assignments</b> <b>Teacher observation</b> <b>Self evaluation</b> <b>Critiques</b>	<u><b>Transfer Task(s)</b></u> Formative  <b>Daily Observations</b>
		Summative  <b>Quizzes</b> <b>Critiques</b> <b>Projects</b>
		<u><b>Other Evidence</b></u> Formative  Student journal/sketchbooks
		Summative  Midterm and Final Exams

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<b>Learning Plan (Stage 3)</b>		
<b>Checks for alignment and best practice</b>	<b>Summary of Key Learning Events and Instruction</b> <i>The teaching and learning needed to achieve the unit goals.</i>	
	<b>Required Activities</b>	<b>Required Resources</b>
1.1 1.2 1.3 1.4	Linoleum Cuts, Wood Cuts, Intaglio	Multimedia Press & Pin Press
		Inks
		Paper
		Computer
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
1.1 1.2 1.3 1.4	<b>Relief Printing, Potato Prints, Linoleum Cut, Wood Cuts, Chinese and Japanese Printing, Intaglio, Rubber Prints, Plaster Prints, Montage Prints, Dry Point</b>	Field Trips
8.1 8.2 9.1 9.4	Vocabulary and usage of following methods: Acid, Mezzo Tint, Aquatint, Bleeding, Bite, Cellocut, Chiaroscuro Wood Cut, Cliché' Verre, Creeping Bite, Counter Proof, Mono Print, Cribble, Mono Type, Dropping out, Plaster Print, Embossed Print, Relief Etching, Feathering, Roller/ Brayer, Key Plate, Bench Hook, Printing A' La Poupe, Etching grounds, Repoussage, Foul Bite, Steel Facing, Lift Ground Etching, Stipple Print, Sugar Lift, Undercut	Contests
		Shows/Exhibits



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<b>Strategies for Differentiation</b>	
Lecture	Modeling/Demonstration
Class Discussions	Co-operative Learning and group assignments
Video	Critique
Field Trip	Kinesthetic Exercises
Individual Conferencing During Studio Time	

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**Bloomfield Public Schools  
Understanding by Design Unit Template**

<b>Title of Unit</b>	Resist Printing	<b>Grade Level</b>	10-12
<b>Curriculum Area</b>	Fine and Performing Arts	<b>Time Frame</b>	180 days
<b>Developed By</b>	Jennifer Khoury & Juan Leonardo, Supervisor of Fine Arts		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p><b>The students will:</b></p> <ol style="list-style-type: none"> <li>a. <b>Creating original works of art using the techniques of printmaking</b></li> <li>b. <b>Recognize and describe works of art in terms of the use of the techniques and in written material.</b></li> </ol> <p style="padding-left: 40px;"><b>Critique and synthesize the works of art of peers and predecessors</b></p>			
<b>Primary Interdisciplinary Connections</b>			
<p><b>Standard 1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.</p> <p><b>Standard 1.2 History of the Arts and Culture:</b> All students will understand the role, development, an influence of the arts throughout history and across cultures.</p> <p><b>Standard 1.3 Performing:</b> All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art</p> <p><b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.</p> <p><b>Standard 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p><b>Standard 8.1: Technology Education, Engineering and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.</p> <p><b>Standard 9.1: 21<sup>st</sup> Century Life Skills:</b> All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.</p> <p><b>Standard 9.2: Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.</p> <p><b>Standard 9.3: Career Awareness, Exploration and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.</p> <p><b>Standard 9.4: Career and Technical Education:</b> All students who complete a career and technical education program will acquire academic and technical skills</p>			

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<b>21<sup>st</sup> Century Interdisciplinary Themes:</b>	
<input checked="" type="checkbox"/> Global Awareness	<input checked="" type="checkbox"/> Financial, economic, business, and entrepreneurial literacy
<input type="checkbox"/> Civic Literacy	<input type="checkbox"/> Health Literacy

**Transfer**

<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>a. Creating original works of art using the techniques of printmaking</li> <li>b. Recognize and describe works of art in terms of the use of the techniques and in written material.</li> <li>c. Critique and synthesize the works of art of peers and predecessors</li> </ul>
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**Meaning**

<b>Understandings</b>	<b>Essential Questions</b>
Students will understand that...	Students will keep considering...
<ul style="list-style-type: none"> <li>- Art requires a cumulative knowledge of different art techniques.</li> <li>- An artist chooses their form or media based on purpose.</li> <li>- The clarity of a work of art and its ability to communicate can be affected by the manner in which it's shown.</li> </ul>	<ul style="list-style-type: none"> <li>- How can I create visual art through combining, expanding and sequencing?</li> <li>- How do I use my knowledge of visual art vocabulary, concepts and skills to create visual art?</li> <li>-How does an artist use problem solving skills in creating a work of art?</li> </ul>

**Acquisition**

<b>Knowledge</b>	<b>Skills</b>
Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>-The key elements in a resist print</li> <li>- How to use oil and water as a base for mark making.</li> <li>- How resist printing is used in commercial art</li> </ul>	<ul style="list-style-type: none"> <li>- Use resist methods to create original works of art</li> <li>- Work independently with the multimedia press to create these pieces.</li> </ul>

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<b>Evidence (Stage 2)</b>		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
1.1 1.2 1.3 1.4	<b>Teacher rubrics</b> <b>Student Journal/Sketchbook Projects</b> <b>Writing Assignments</b> <b>Teacher observation</b> <b>Self evaluation</b> <b>Critiques</b>	<b><u>Transfer Task(s)</u></b> Formative  <b>Daily Observations</b>
		Summative  <b>Quizzes</b> <b>Critiques</b> <b>Projects</b>
		<b><u>Other Evidence</u></b> Formative  Student journal/sketchbooks
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<b>Learning Plan (Stage 3)</b>		
<b>Checks for alignment and best practice</b>	<b>Summary of Key Learning Events and Instruction</b> <i>The teaching and learning needed to achieve the unit goals.</i>	
	<b>Required Activities</b>	<b>Required Resources</b>
1.1 1.2 1.3 1.4	Lithography and screen printing	Multimedia Press & Pin Press
		Inks
		Paper
		Computer
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
1.1 1.2 1.3 1.4	<b>Lithography</b> - Crayon Manner - Resist Drawings - Screen Printing - Batik	Field Trips
8.1 8.2 9.1 9.4	Silk and Organdie Printing	Contests
		Shows/Exhibits

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<b>Strategies for Differentiation</b>	
Lecture	Modeling/Demonstration
Class Discussions	Co-operative Learning and group assignments
Video	Critique
Field Trip	Kinesthetic Exercises
Individual Conferencing During Studio Time	

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Bloomfield Public Schools  
Understanding by Design Unit Template

<b>Title of Unit</b>	Mixed Media	<b>Grade Level</b>	10-12
<b>Curriculum Area</b>	Fine and Performing Arts	<b>Time Frame</b>	180 days
<b>Developed By</b>	Jennifer Khoury & Juan Leonardo, Supervisor of Fine Arts		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>The students will:</p> <ol style="list-style-type: none"> <li>a. Demonstrate an understanding of printmaking by:</li> <li>b. Creating original works of art using the techniques of printmaking</li> <li>c. Recognize and describe works of art in terms of the use of the techniques and in written material. Critique and synthesize the works of art of peers and predecessors</li> </ol>			
<b>Primary Interdisciplinary Connections</b>			
<p><b>Standard 1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.</p> <p><b>Standard 1.2 History of the Arts and Culture:</b> All students will understand the role, development, an influence of the arts throughout history and across cultures.</p> <p><b>Standard 1.3 Performing:</b> All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art</p> <p><b>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.</p> <p><b>Standard 8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p><b>Standard 8.1: Technology Education, Engineering and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering technological design and the designed world, as they relate to the individual, global society and the environment.</p> <p><b>Standard 9.1: 21<sup>st</sup> Century Life Skills:</b> All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational structure.</p> <p><b>Standard 9.2: Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment and charitable giving in the global economy.</p> <p><b>Standard 9.3: Career Awareness, Exploration and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.</p> <p><b>Standard 9.4: Career and Technical Education:</b> All students who complete a career and technical education program will acquire academic and technical skills</p>			

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<p><b>21<sup>st</sup> Century Interdisciplinary Themes:</b>              ___x___ Global Awareness                      _x___ Financial, economic, business, and entrepreneurial literacy              _____ Civic Literacy                         _____ Health Literacy</p>	
<b>Transfer</b>	
<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>a. Creating original works of art using the techniques of printmaking</li> <li>b. Recognize and describe works of art in terms of the use of the techniques and in written material.</li> <li>c. Critique and synthesize the works of art of peers and predecessors</li> </ul>	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
Students will understand that...	Students will keep considering...
<ul style="list-style-type: none"> <li>- Art requires a cumulative knowledge of different art techniques.</li> <li>- An artist chooses their form or media based on purpose.</li> <li>- The clarity of a work of art and its ability to communicate can be affected by the manner in which it's shown.</li> </ul>	<ul style="list-style-type: none"> <li>-How do artists advance in their ability to create imagery?</li> <li>- How does drawing relate to the printmaking process?</li> <li>- How does the artist access his/her artwork as it develops?</li> <li>- How do I show my growing knowledge of visual art?</li> <li>- How can one communicate his/her feelings through various techniques?</li> </ul>
<b>Acquisition</b>	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...



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<p>-The combined techniques of printmaking can create sculptural elements of art. - An artist’s message can be conveyed differently depending on the media chosen.</p>	<ul style="list-style-type: none"> <li>- Create a traditional stab binding book.</li> <li>- Use multiple media to create altered art.</li> </ul>	
<b>Evidence (Stage 2)</b>		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<p>1.1 1.2 1.3 1.4</p>	<p><b>Teacher rubrics</b> <b>Student Journal/Sketchbook Projects</b> <b>Writing Assignments</b> <b>Teacher observation</b> <b>Self evaluation</b> <b>Critiques</b></p>	<p><b><u>Transfer Task(s)</u></b> Formative</p> <p><b>Daily Observations</b></p> <hr/> <p>Summative</p> <p><b>Quizzes</b> <b>Critiques</b> <b>Projects</b></p>
		<p><b><u>Other Evidence</u></b> Formative</p> <p>Student journal/sketchbooks</p>

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		Summative  Midterm and Final Exams
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<b>Learning Plan (Stage 3)</b>		
<b>Checks for alignment and best practice</b>	<b>Summary of Key Learning Events and Instruction</b> <i>The teaching and learning needed to achieve the unit goals.</i>	
	<b>Required Activities</b>	<b>Required Resources</b>
1.1 1.2 1.3 1.4	Collage, bookmaking and altered books	Multimedia Press & Pin Press
		Inks
		Paper
		Computer
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
1.1 1.2 1.3 1.4	<ul style="list-style-type: none"> <li>- Collage</li> <li>- Chine Cole</li> <li>- Assemblage</li> <li>- Bookmaking</li> <li>- Altered Books</li> </ul>	Field Trips
8.1 8.2 9.1 9.4		Contests
		Shows/Exhibits

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<b>Strategies for Differentiation</b>	
Lecture	Modeling/Demonstration
Class Discussions	Co-operative Learning and group assignments
Video	Critique
Field Trip	Kinesthetic Exercises
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