

GRADE LEVEL: 10-12

SUBJECT: Printmaking I

DATE: 2019-2020

GRADING PERIOD: Quarter 1 or Quarter 3

MASTER 5-13-20

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Creating</b>					
<b>Standard 1:</b> <b>Generate and conceptualize artistic ideas and work</b> <ul style="list-style-type: none"> <li>Approaches</li> <li>Creative endeavors</li> </ul>	<b>VA:Cr1.1.1a:</b> Use multiple approaches to begin creative endeavors.	<ul style="list-style-type: none"> <li>Apply multiple approaches.</li> <li>Create artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Project</li> </ul>	<ul style="list-style-type: none"> <li>Baren</li> <li>Bench hook</li> <li>Lino block</li> <li>Brayer</li> <li>Burin</li> <li>Edition</li> <li>Engraving</li> <li>Etching</li> <li>Gouge</li> <li>Intaglio</li> <li>Intaglio</li> <li>Printing press</li> <li>Proofs</li> <li>Registration</li> <li>Relief</li> <li>Screen print</li> <li>Stencil</li> </ul>	CRITICAL
<b>Standard 2</b> <b>Organize and develop artistic ideas and work.</b> <ul style="list-style-type: none"> <li>Work of art</li> <li>No preconceived plan</li> </ul>	<b>VA:Cr2.1.1a:</b> Engage in making a work of art or design without having a preconceived plan.	<ul style="list-style-type: none"> <li>Design an idea without a plan.</li> <li>Construct a work of art or design.</li> </ul>	<ul style="list-style-type: none"> <li>Project</li> </ul>	<ul style="list-style-type: none"> <li>Sketchbook</li> <li>Formal paintings</li> <li>Emotional paintings</li> <li>Imitational paintings</li> <li>Monoprint</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Standard 2: Organize and develop artistic ideas and work.</b> <ul style="list-style-type: none"> <li>Impact of materials on human health</li> <li>Material and tool safety</li> </ul>	<b>VA:Cr2.2.1a:</b> Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe-handling of materials, tools, and equipment.	<ul style="list-style-type: none"> <li>Explain traditional and non-traditional materials impact health and the environment.</li> <li>Demonstrate safe handling of materials, tools, and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Proper disposal</li> <li>Environment</li> <li>Respiratory safety</li> <li>Eye safety</li> <li>Cutting safety</li> </ul>	CRITICAL
<b>Standard 3 Refine and complete artistic work.</b> <ul style="list-style-type: none"> <li>Critique with peers</li> <li>Works of art</li> <li>Artistic vision</li> </ul>	<b>VA:Cr3.1.1a</b> Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.	<ul style="list-style-type: none"> <li>Discuss artwork in response to personal artistic vision.</li> <li>Examine and re-engage the work.</li> <li>Revise and refine the artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Critique</li> <li>Artist statement</li> <li>Refinement</li> <li>Art elements</li> <li>Design elements</li> </ul>	CRITICAL
<b>Presenting</b>					
<b>Standard 5 Develop and refine artistic techniques and work for presentations.</b> <ul style="list-style-type: none"> <li>Presentation of exhibition</li> </ul>	<b>VA:Pr5.1.1a:</b> Analyze and evaluate the ways an exhibition is presented.	<ul style="list-style-type: none"> <li>View exhibitions of art.</li> <li>Analyze the ways art is exhibited.</li> <li>Evaluate the reasons for presentation of the exhibition.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Exhibition</li> <li>Submissions</li> <li>Vanity galleries</li> <li>Art openings</li> <li>Art hanging standards</li> <li>Personal ethics</li> <li>Gallery ethics</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Responding</b>					
<b>Standard 7</b> <b>Perceive and analyze artistic work</b> <ul style="list-style-type: none"> <li>• Influential ways</li> <li>• Perception</li> <li>• Understanding</li> <li>• Human experiences</li> </ul>	<b>VA:Re.7.1.la:</b> Hypothesize ways in which art influences perception and understanding of human experiences.	<ul style="list-style-type: none"> <li>• Analyze ways in which art influences perception and understanding of human experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising</li> <li>• Decorative arts</li> <li>• Visual noise</li> <li>• Psychological color theory</li> <li>• Nonobjective art</li> <li>• Shapes</li> <li>• Rhythm</li> <li>• Color theory</li> </ul>	IMPORTANT
<b>Standard 8</b> <b>Interpret intent and meaning in artistic work.</b> <ul style="list-style-type: none"> <li>• Art work or collection of works</li> <li>• Evidence</li> <li>• Contexts</li> </ul>	<b>VA:Re8.1.la:</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	<ul style="list-style-type: none"> <li>• Interpret artwork.</li> <li>• Support interpretation using evidence found in artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Objective</li> <li>• Nonobjective</li> <li>• Element of line</li> <li>• Composition</li> <li>• Focus point</li> </ul>	CRITICAL
<b>Connecting</b>					
<b>Standard 11</b> <b>Relate artistic ideas and works with societal, cultural, and historic context to deepen understanding</b> <ul style="list-style-type: none"> <li>• Knowledge of culture, tradition and history</li> <li>• Personal responses to art</li> </ul>	<b>VA:Cn11.1.la:</b> Describe how knowledge of culture, traditions, and history may influence personal responses to art.	<ul style="list-style-type: none"> <li>• Identify culture, traditions, and history.</li> <li>• Connect to personal responses to art.</li> <li>• Elaborate knowledge influences personal responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity</li> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols</li> <li>• Emotionalism</li> <li>• Formalism</li> </ul>	IMPORTANT

LITERACY STANDARDS

STANDARD INDICATORS	LITERACY IN VISUAL ART
<b>VA:Re8.1.1a</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	<b>9-12.LST.7.1 &amp; 11-12.LST.7.1:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GRADE LEVEL: 10-12

SUBJECT: Printmaking I

DATE: 2019-2020

GRADING PERIOD: Quarter 2 or Quarter 4

MASTER 5-13-20

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Creating</b>					
<b>Standard 1:</b> <b>Generate and conceptualize artistic ideas and work</b> <ul style="list-style-type: none"> <li>Approaches</li> <li>Creative endeavors</li> </ul>	<b>VA:Cr1.1.1a:</b> Use multiple approaches to begin creative endeavors.	<ul style="list-style-type: none"> <li>Apply multiple approaches.</li> <li>Create artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Project</li> </ul>	<ul style="list-style-type: none"> <li>Art elements</li> <li>Design elements</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Artistic ideas</li> <li>Creative work</li> </ul>	<b>VA:Cr1.2.1a:</b> Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	<ul style="list-style-type: none"> <li>Investigate present-day life.</li> <li>Create artwork through contemporary methods of artistic practices.</li> </ul>	<ul style="list-style-type: none"> <li>Project</li> </ul>	<ul style="list-style-type: none"> <li>Contemporary</li> <li>Investigate</li> <li>Medium</li> </ul>	IMPORTANT
<b>Standard 2:</b> <b>Organize and develop artistic ideas and work.</b> <ul style="list-style-type: none"> <li>Impact of materials on human health</li> <li>Material and tool safety</li> </ul>	<b>VA:Cr2.2.1a:</b> Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe-handling of materials, tools, and equipment.	<ul style="list-style-type: none"> <li>Explain traditional and non-traditional materials impact health and the environment.</li> <li>Demonstrate safe handling of materials, tools, and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Proper disposal</li> <li>Environment</li> <li>Safety</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Developed plan</li> </ul>	<b>VA:Cr2.3.1a:</b> Collaboratively develop a plan for an installation, artwork, art show, or space design that transforms the perception and experience of a particular place.	<ul style="list-style-type: none"> <li>Develop and design a plan for an installation, artwork, art show, or space design plan.</li> </ul>	<ul style="list-style-type: none"> <li>Models</li> <li>Group activity</li> </ul>	<ul style="list-style-type: none"> <li>Installation</li> <li>Art Exhibition</li> <li>Space Design Plan</li> </ul>	ADDITIONAL
<b>Standard 3</b> <b>Refine and complete artistic work.</b> <ul style="list-style-type: none"> <li>Critique with peers</li> <li>Works of art               <ul style="list-style-type: none"> <li>Artistic vision</li> </ul> </li> </ul>	<b>VA:Cr3.1.1a:</b> Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.	<ul style="list-style-type: none"> <li>Discuss artwork in response to personal artistic vision.</li> <li>Examine and re-engage the work.</li> <li>Revise and refine the artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Group activity</li> </ul>	<ul style="list-style-type: none"> <li>Subjective</li> <li>Artist statement</li> </ul>	CRITICAL
<b>Presenting</b>					
<b>Standard 4</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <ul style="list-style-type: none"> <li>Personal artwork for collection or portfolio presentation</li> </ul>	<b>VA:Pr4.1.1a:</b> Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	<ul style="list-style-type: none"> <li>Analyze personal artwork to select for a portfolio or collection.</li> <li>Select/curate personal artwork.</li> <li>Preserve artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Project</li> </ul>	<ul style="list-style-type: none"> <li>Body of work</li> <li>Portfolio</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Standard 6:</b> <b>Convey meaning through the presentation of artistic work.</b> <ul style="list-style-type: none"> <li>● Impact of exhibition</li> <li>● Personal awareness of social, cultural, and/or political beliefs and understanding</li> </ul>	<b>VA:Pr6.1.la:</b> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.	<ul style="list-style-type: none"> <li>● Describe an art show or collection.</li> <li>● Analyze an art show or collection to personal, social, cultural, and/or political beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>● Class discussion</li> <li>● Small-group activity</li> </ul>	<ul style="list-style-type: none"> <li>● Description</li> <li>● Formal analysis</li> <li>● Cultural beliefs</li> <li>● Documentary</li> <li>● Exhibition</li> <li>● Impact</li> <li>● Personal awareness</li> <li>● Political beliefs</li> <li>● Social beliefs</li> </ul>	IMPORTANT
<b>Responding</b>					
<b>Standard 7:</b> <b>Perceive and analyze artistic work</b> <ul style="list-style-type: none"> <li>● Visual imagery to understand one's world</li> <li>● Understanding of human experiences</li> </ul>	<b>VA:Re.7.2.la:</b> Analyze how one's understanding of the world is affected by experiencing visual imagery.	<ul style="list-style-type: none"> <li>● Experience visual imagery to understand the world.</li> </ul>	<ul style="list-style-type: none"> <li>● Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Point of view</li> </ul>	IMPORTANT
<b>Standard 8</b> <b>Interpret intent and meaning in artistic work.</b> <ul style="list-style-type: none"> <li>● Art work or collection of works</li> <li>● Evidence</li> <li>● Contexts</li> </ul>	<b>VA:Re8.1.la:</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	<ul style="list-style-type: none"> <li>● Interpret artwork.</li> <li>● Support interpretation using evidence found in artwork</li> </ul>	<ul style="list-style-type: none"> <li>● Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Objective</li> <li>● Nonobjective</li> <li>● Element of line</li> <li>● Composition</li> <li>● Focus point</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Standard 9:</b> <b>Apply criteria to evaluate artistic work</b> <ul style="list-style-type: none"> <li>Criteria to evaluate art</li> <li>Artwork collection</li> </ul>	<b>VA:Re9.1.1a:</b> Establish relevant criteria in order to evaluate a work of art or collection of works.	<ul style="list-style-type: none"> <li>List criteria for evaluation of a work of art (or collection of works) using established relevant criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Small group activity</li> <li>Student discussion</li> </ul>	<ul style="list-style-type: none"> <li>Criteria</li> <li>Composition</li> <li>Subject</li> <li>Evaluate</li> </ul>	IMPORTANT
<b>Connecting</b>					
<b>Standard 10:</b> <b>Synthesize and relate knowledge and personal experiences to make art.</b> <ul style="list-style-type: none"> <li>Process stage of developing early ideas</li> <li>Process stage of developing elaborated ideas</li> </ul>	<b>VA:Cn10.1.1a:</b> Document the process of developing ideas from early stages to fully elaborated ideas.	<ul style="list-style-type: none"> <li>Document the process of developing ideas from early stages to fully elaborated stages.</li> </ul>	<ul style="list-style-type: none"> <li>Journal / art sketchbook</li> <li>Student / teacher discussion</li> </ul>	<ul style="list-style-type: none"> <li>Documentation</li> <li>Elaborate</li> <li>Sketchbook</li> </ul>	IMPORTANT



**LITERACY STANDARDS**

<b>STANDARD INDICATORS</b>	<b>LITERACY IN VISUAL ART</b>
<b>VA:Cr1.1.1a:</b> Use multiple approaches to begin creative endeavors.	<b>9-10.LST.4.3:</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
	<b>11-12.LST.4.3:</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>VA:Cn10.1.1a:</b> Document the process of developing ideas from early stages to fully elaborated ideas.	<b>9-10.LST.6.1 &amp; 11-12.LST.6.1:</b> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.