

Printmaking

Unit #: APSDO-00065401
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Grade(s): 3
Subject(s): Visual Arts
Course(s): GR. 3 - ART

Unit Focus

In this unit, grade three students will design a print block in styrofoam. Students will apply their learning by creating a print that shows multiple images. Primary instructional tools and materials will include styrofoam, printing ink, paper, and printing tools.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Connecticut Goals and Standards <ul style="list-style-type: none"> ◦ Visual Arts: PK-12 <ul style="list-style-type: none"> ▪ CREATING <ul style="list-style-type: none"> ▪ Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12) ▪ Organize and develop artistic ideas and work. (ART.CREA.02 PK-12) ▪ Refine and complete artistic work. (ART.CREA.03 PK-12) 	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
	<p>T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.</p> <p>T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.</p>	
	<h3>Meaning</h3>	
	<h4>Understanding(s)</h4> <p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p> <p>U2 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p> <p>U3 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p> <p>U4 (U109) Artists develop and build upon specific skills and application of media processes.</p>	<h4>Essential Question(s)</h4> <p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q2 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</p> <p>Q3 (Q300) How do I use what I know to evaluate a work in progress? What ideas can I suggest to make it better? How do I share that in a helpful way?</p>
	<h3>Acquisition</h3>	
<h4>Knowledge</h4>	<h4>Skill(s)</h4>	

	<i>What facts and basic concepts should students know and be able to recall? Students will know...</i>	<i>What discrete skills and processes should students be able to use? Students will be skilled at...</i>
	<p>K1 That the incised areas of a styrofoam block will be the negative area of their print</p> <p>K2 That a quality print is made by properly aligning the block and using the correct amount of ink and pressure</p> <p>K3 That multiple prints can be made from the same print block</p>	<p>S1 Designing a print block in styrofoam</p> <p>S1 Creating a work of art that shows multiple images</p> <p>S1 Using ink and brayers to create a styrofoam print</p>