Instructional Unit Map			
Course Title: Studio Art II			
Teacher	Shane Davis	**Start Date**	~February
Unit Title	Printmaking	**Length of Unit**	9-12 Weeks
Essential Questions	1. What distinguishes printmaking from other art forms, and how can it be used to create unique or repeatable designs? 2. How do monoprints and monotypes differ, and what makes each technique valuable for artistic expression? 3. What are the key steps in creating and printing a collagraph, and how can different materials enhance the final print? 4. What are the advantages and challenges of using a printing press compared to hand printing methods like spoon printing? 5. How can understanding the history and cultural significance of printmaking deepen your appreciation for the art form? 6. How does the iterative nature of printmaking (repetition, layering, testing) encourage artistic problem-solving and refinement?		
Summative Assessments	**Primary Summative Assessments:** Midpoint Review • Objective: Students will participate in an individual review with the instructor. They will present their sketchbooks as well as all relevant studies and completed works of art. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, and Connecting. Final Print Series • Objective: Students will select a series of finished prints, incorporating the tools and techniques practiced during the Unit. Students will be expected to apply an understanding of the Elements of Art and Principles of Designs discussed. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, and Connecting. Portfolio Submission		

	• Objective: Students will compile a portfolio of their work from the unit, including practice exercises, studies, and completed projects, showing effort, growth, and skill development. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, and Connecting.
Formative Assessment	Daily Participation • Students will be evaluated daily on their effort, participation, and engagement with the material. Sketchbook Checks • Objective: Evaluate students' sketchbooks for ongoing engagement with drawing exercises, experimentation with materials, and application of techniques and concepts. • Evaluation: Score based on effort, creativity, and completion of assigned tasks. Written Artist Statements and Reflections • Objective: Students will write artist statements or complete reflections after completing selected artworks or projects. • Evaluation: Assess for depth of understanding, clarity of expression, and connection to the lesson objectives. Class Critiques • Objective: Students will participate in a peer critique, providing constructive feedback and reflecting on their own work. • Evaluation: Grade based on active participation, thoughtful commentary, and ability to articulate an understanding of artistic principles.
Core Instructional Materials	• Kleiner, Fred S., editor. *Gardner's Art Through the Ages*. 13th ed., Thomson Wadsworth, 2005. • Mittler, Gene A. *Art in Focus*. 4th ed., Glencoe/McGraw-Hill, 2000.
Core Supplemental Materials	• Sketchbooks • Drawing Paper, Tagboard, Watercolor Paper • Printing Paper (various colors) • Pencils, Lyra Pencils, Colored Pencils • Gelli Plates • Acrylic Paint • Texture tools and stencils • Plexiglass plates • Cardboard • Tape • Yarn and string • Linoleum plates • Linoleum carving tools • Printing Inks • Brayers and Spatulas

	• Hand press • Wooden Spoons • Printing Press
Pre-requisite Skills	Pre-requisite Course: **Studio Art I** **Potential Student Hurdles** Limited Prior Knowledge of Art Concepts • Some students may not have been exposed to the elements of art or principles of design. • Hurdle: Difficulty grasping foundational art vocabulary and applying these concepts. Lack of Drawing Experience • Students may have varying levels of experience and confidence with tools. • Hurdle: Inexperienced students might feel intimidated or frustrated when compared to peers with more advanced skills. Limited Fine Motor Skills • Some students may struggle with hand control or precision. • Hurdle: Difficulty executing techniques. Fixed Mindsets About Talent vs. Skill • Students may believe that artistic ability is an innate talent rather than a skill that can be developed with practice. • Hurdle: Hesitation to engage fully in exercises or fear of failure. Time Management and Focus • Some students may struggle to pace themselves, rushing through projects or becoming overwhelmed by detailed assignments. • Hurdle: Difficulty balancing quality with productivity and staying engaged throughout the process. Accessibility and Learning Differences • Students with learning differences or visual impairments may require modified instructions, tools, or additional support. • Hurdle: Challenges to understanding instructions or performing tasks without accommodation. Lack of Interest or Motivation • Students taking this course as a requirement may not feel personally invested in the subject. • Hurdle: Apathy toward assignments and reluctance to put in effort. **Strategies to Address Hurdles** • Provide explicit instruction on art concepts with visuals and examples. • Incorporate differentiated tasks to accommodate various skill levels. • Emphasize process over product to build confidence. • Offer scaffolding and practice exercises to develop fine motor skills. • Create a supportive classroom environment that celebrates effort and growth. • Include engaging activities and connect lessons to students' interests to increase motivation.

Assessment and Instructional Scaffolds	English Language Learners	Special Education Students (Students with IEPs and 504s)
	Visual Aids and Demonstrations • Use step-by-step visuals, diagrams, and live demonstrations for all instructions. • Label visuals with vocabulary terms. Simplified Language and Sentence Frames • Provide instructions in simple, concise language. • Offer sentence starters for critiques. Bilingual Resources • Supply bilingual glossaries for art terminology or use translation apps for key concepts. Peer Support and Group Work • Pair ELLs with supportive peers for collaboration and explanation. Assessments • Allow responses to written reflections or critiques in their native language if needed. • Assess based on demonstration of concepts rather than language proficiency.	Chunked Instructions • Break tasks into smaller, manageable steps. • Provide a checklist for multi-step assignments Adapted Tools • Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges. Extended Time • Provide additional time for projects and assessments. Flexible Seating and Environment • Allow students to choose quieter spaces or sit near the teacher for extra support. Frequent Check-Ins • Monitor progress regularly to ensure understanding and provide immediate feedback. Modified Expectations • Adjust rubric criteria.
	Students at Risk of School Failure	**Gifted and Talented Students**
	Guided Practice • Begin projects with structured warm-up exercises or partially completed templates. Frequent Feedback • Provide consistent, formative feedback to build confidence and guide improvement. Access to Exemplars • Share examples of completed work at varying skill levels to model expectations. Simplified Objectives • Focus on simpler goals and outcomes for each assignment. Peer Support • Pair struggling learners with more confident peers during collaborative activities.	Open-Ended Challenges • Offer optional extension tasks that allow for creative exploration, such as experimenting with mixed media or advanced techniques. Independent Projects • Encourage advanced students to propose their own projects related to the unit. Leadership Opportunities • Assign roles in group critiques or ask advanced learners to mentor peers. Enrichment Activities • Provide additional resources, such as artist biographies, masterwork studies, or online tutorials for self-guided learning. Higher-Order Thinking Prompts

		• Challenge them to analyze how professional artists develop work and apply similar techniques.
Differentiated Instructional Methods	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Visual Resources • Provide examples of professional and student artwork that illustrate the elements of art and principles of design. • Use charts, diagrams, and infographics to break down techniques step-by-step. • Create a visual vocabulary wall with labeled examples of key concepts. Guided Practice • Offer structured exercises. • Use teacher-led demonstrations to model processes. Digital Tools • Provide access to drawing tutorials, apps, or websites that offer step-by-step guides and interactive learning. • Use slide decks or instructional videos for students to revisit concepts at their own pace. Flexible Grouping • Organize small-group rotations where students work with peers, receive direct instruction, or explore independently. • Pair advanced learners with struggling learners for peer modeling. Choice in Materials • Allow students to choose from a variety of materials based on their comfort and interest. Multi-Sensory Activities • Use hands-on activities to engage tactile and kinesthetic learners.	Visual Projects • Students create final artworks that demonstrate mastery of techniques. • Sketchbooks are used to showcase practice, experimentation, and idea development. Written Reflections • Assign artist statements explaining their choices and process in their final project. • Use journals for students to reflect on their growth, challenges, and successes. Verbal Communication • Facilitate peer critiques and discussions where students articulate their understanding of artistic concepts. • Use student presentations where they analyze and explain their work or a selected artist's use of elements and principles. Collaborative Work • Group projects where students create a shared piece incorporating specific elements of art • Team critiques where students evaluate each other's work using constructive feedback. Digital Products • Students document and share their process digitally through photos or videos. • Advanced students may create digital portfolios showcasing their unit work. Choice Boards

		• Provide multiple options for project types to allow students to select based on their strengths and interests.
Integration of Technology	**Instructional Tools and Resources:** Online Tutorials and Demonstrations • Resources: Platforms like YouTube or Art21 for drawing technique tutorials. • Purpose: Offer step-by-step guides and supplemental learning for struggling or advanced learners. Interactive Presentations • Tools: Google Slides, Canva, Kahoot, MagicSchool. • Purpose: Present the information on the unit through presentations, videos, and interactive quizzes. Virtual Museum Tours • Resources: Websites like Google Arts & Culture or individual museum sites (e.g., The Met, MoMA). • Purpose: Inspire students by analyzing how professional artists develop and create work. **Assessment and Feedback** Digital Portfolios • Tools: Google Sites, Artsonia. • Purpose: Students document and submit their sketches, practice exercises, and final projects digitally for teacher and peer feedback. Collaborative Critiques • Tools: Google Docs, Schoology. • Purpose: Facilitate virtual critiques where students upload images of their work and provide feedback through comments or sticky notes. Rubric and Feedback Management • Tools: Schoology, Google Classroom • Purpose: Use rubrics to assess work digitally and provide individualized feedback. **Documentation and Sharing** Time-Lapse Recordings • Tools: Built-in tablet or smartphone time-lapse cameras.	

	• Purpose: Encourage students to record their drawing process, reflecting on how their work develops over time. Classroom Blog • Tools: Google Sites, Artsonia. • Purpose: Share student work with peers, families, and the school community. QR Code Integration • Tools: QR code generators. • Purpose: Students attach QR codes to their final pieces, linking to process videos or artist statements.
Career Readiness, Life Literacies, and Key Skills	Creativity and Innovation 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • Core Idea: With a growth mindset, failure is an important part of success. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. • Core Idea: Innovative ideas or innovation can lead to career opportunities. Critical Thinking and Problem-solving 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. • Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Digital Citizenship 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. • Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities. Technology Literacy 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. • Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Interdisciplinary Connections	2023 NJSLS-ELA: Grades 11–12: Writing Domain • W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 6.2 World History: Global Studies by the End of Grade 12 • 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

Instructional Pacing Guide

Activity Title	NJSLS	Learning Objectives	Student Activities
Monoprints and Monotypes	1.5.12acc.Cr1a: Individually and collaboratively formulate new creative problems based on student's existing artwork. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.	• Students will understand the difference between monoprints and monotypes, including their unique characteristics and artistic value. • Students will demonstrate proficiency in additive and subtractive printmaking techniques using gel plates, plexiglass, acrylic paint, and printing ink. • Students will analyze and critique monoprints and monotypes in terms of composition, technique, and expression. • Students will investigate historical and contemporary artists who utilize monoprint and monotype techniques, connecting their work to broader artistic movements.	Create • Students will create test prints using different techniques (additive, subtractive, stencil, texture transfer). • Experiment with gel plates and plexiglass using acrylic paint and printing ink. Present • Students will write a reflection on their process, inspirations, and outcomes. Respond • Students will compare various monoprint and monotype techniques from historical and contemporary examples. Connect • Students investigate artists who use monoprint or monotype techniques.

Collagraphs	1.5.12adv.Cr3a: Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	• Understand the process of collagraph printmaking and its unique characteristics. • Demonstrate proficiency in constructing collagraph plates using cardboard and other textured materials. • Experiment with inking and embossing techniques to create varied prints from a single plate. • Analyze and critique collagraph prints in terms of texture, composition, and technique. • Utilize iteration and experimentation to refine their printing techniques and compositions.	Create • Students create their own collagraph plates using layered materials, focusing on texture, depth, and composition. • Students will print both without ink (embossing) and with ink. • Students will learn to use the printing press to pull their prints. Present • Students display their prints and discuss their artistic choices. Respond • Students assess their work and that of their peers using a structured critique format. Connect • Explore connections between collagraph printmaking and other relief print techniques.
Linocut Relief Prints	1.5.12prof.Cr2c: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. 1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.	• Demonstrate proficiency in carving linoleum blocks and using a printing press. • Explore the use of high-contrast designs for effective relief printing. • Analyze and critique linocut prints in terms of technique and meaning. • Investigate how printmaking has been used for activism and political movements.	Create • Introduction to linocut printing and its role in activism. • Sketch and refine high-contrast designs. • Learn and practice safe carving techniques. • Create a final edition of relief prints. Present • Prepare prints for display in a public space. Respond

	1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. 1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.	• Create a final relief print with a personal or social theme.	• Discuss how printmaking has been used for activism and political change. Connect • Discuss how their final print relates to a larger social or personal message.