






Note: Subject to modifications for student learning, and adjustment considered based on students needs and learning styles.

## Curriculum Guide-

 draft budget and supply list- printmaking

NYS Performance Indicators	Objectives Essential Questions	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<p> Copy of nys-visual-arts-at-a-glance-fin...</p> <p> Learning standards/project key gap an...</p> <p>Gap Standards (2020-21 Analysis):</p> <p>2.2b: Demonstrate awareness of the ethical implications of making and distributing creative work.</p> <p>2.3a: Develop a proposal and create sketches or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>5.1a: Analyze and evaluate how decisions made in preparation and presentation of artwork affect a viewer's perception of meaning.</p> <p>6.1a: Analyze and describe the effect that an exhibition of collection has on personal awareness of social, cultural, or political beliefs and understandings.</p> <p>7.1a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>8.1a: Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts.</p> <p>11.1a: Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.</p> <p>11.2a: Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields</p>	<p>Access Background Knowledge:</p> <p>Essential Questions:</p> <p>Who What Where When Why How</p> <p><i>suggested theme/big idea:</i></p> <p><i>Compare and Contrast:</i></p>	<p>Video link(s) of inspirations may include and are not limited to list in hyperlink below:</p> <p> Copy of printmaking units</p>	<p>ELA</p> <p>Math</p> <p>Science</p> <p>Social Studies</p> <p>Music</p> <p>Technology</p> <p>Media</p> <p>Career Readiness</p> <p><u>Visual Arts Alignment:</u></p> <p>Studio</p> <p>Advanced</p> <p>Craft Art</p> <p>Digital/Photo</p> <p>Illustration/Animation</p> <p>Drawing/Painting</p> <p>Sculpture/Ceramics</p> <p>AP Portfolio</p> <p><a href="#">10th grade curriculum</a></p> <p><a href="#">11th grade curriculum</a></p> <p><a href="#">12th grade curriculum</a></p>	<p>Basic rubric criteria</p> <p>Grading Key for every Rubric (Assessment Scale)</p> <p>Example Rubric</p> <p><b>Click hyperlink below to see all 3:</b></p> <p> assessmen...</p>

NYS Performance Indicators	Objectives Essential Questions	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<p>New York State Standards for the Arts</p> <p>Power standard(s):  <b>VA:Cr1.1.HS1a</b>            Use multiple artmaking approaches to begin creative endeavors.  <b>VA:Cn10.1.HS1a</b>            Document the process of developing ideas; from early stages to full elaboration.</p> <p>Supporting standard(s):  <b>VA:Cr1.2.HS1a</b>-range of materials and methods of traditional and contemporary artistic practices  <b>VA:Cr2.1.HS1a</b>- self direction  <b>VA:Cr2.2.HS1a</b>- care and clean up  <b>VA:Cr3.1.HS1a</b>- apply criteria, refine  <b>VA:Pr5.1.HS1a</b>- perception of craftsmanship and quality of presentation</p>	<p>Access Background Knowledge:            Stamping and/or Styrofoam Printing, drawing</p> <p>Essential Questions:            What is Printmaking?            Why printing?- mass production/ printing press- changed the world- spread of information- adapted by artists for mass producing art</p> <p><i>suggested theme/big idea:</i>  <i>First day doodle</i>  <i>Knowing and trusting the printing process</i></p> <p>Compare and contrast:            stamping and printing</p>	<p><b>Introduction to Printmaking Types Unit:</b></p> <p>Students will create:</p> <ol style="list-style-type: none"> <li>1. "Gadget stamping" experimentation practice</li> <li>2. Styrofoam "stamps"-  <a href="https://www.youtube.com/watch?v=9bCAW3eyqd8&amp;t=140s">https://www.youtube.com/watch?v=9bCAW3eyqd8&amp;t=140s</a></li> </ol> <p>Text resources</p>	<p>Social Studies- the invention of the printing press and spread of information, globalization</p> <p>Technology</p> <p>Media</p>	<p>assess...</p>
<p>New York State Standards for the Arts</p> <p>Power standard(s):  <b>VA:Cr1.2.HS1a</b>            Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.  <b>VA:Pr5.1.HS1a</b>            Analyze and evaluate how decisions made in preparation and presentation of artwork affect a viewer's perception of meaning.</p> <p>Supporting standard(s):  <b>VA:Cr2.1.HS1a</b>- self direction  <b>VA:Cr2.2.HS1a</b>- care and clean up  <b>VA:Cr3.1.HS1a</b>- apply criteria, refine  <b>VA:Cn10.1.HS1a</b>- creative process</p>	<p>Access Background Knowledge-            Styrofoam Printing and/or EZ Carve linoleum, drawing, carving, bas relief</p> <p>Essential Questions:            How can I create a depth of space with safe carving?            How and why do artists register their prints?</p> <p><i>suggested theme/big idea:</i>  <i>Personal logo practice</i>  <i>Landscape project</i></p>	<p>Students will create:</p> <ol style="list-style-type: none"> <li>3. EZ Carve/eraser Stamp practice-  <a href="https://www.youtube.com/watch?v=HlFhKs-nVJc">https://www.youtube.com/watch?v=HlFhKs-nVJc</a></li> <li>4. Linocut printing-  <a href="https://www.youtube.com/watch?v=LeyrgvFvK4w">https://www.youtube.com/watch?v=LeyrgvFvK4w</a></li> </ol> <p>Text resources</p>	<p>Career Readiness</p> <p>Attention to detail</p> <p>Crafts and trades</p> <p>Professionalism</p> <p>Professional Practices</p>	<p>assess...</p>

	Compare and contrast: styrofoam and pens versus linoleum and lino cutters			
<p>New York State Standards for the Arts</p> <p>Power standard(s): VA:Cr2.1.HS1a Generate and develop artistic work in a self-directed manner. VA:Re9.1.HS1a Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>Supporting standard(s): VA:Cr2.2.HS1a- care and clean up VA:Cr3.1.HS1a- apply criteria, refine VA:Pr5.1.HS1a- perception of craftsmanship and quality of presentation VA:Cn10.1.HS1a- creative process</p>	<p>Access Background Knowledge: Texture making, painting, plastic waste</p> <p>Essential Questions: What makes a monoprint different from all other types of printmaking? How can we extend the life of materials in artmaking? What criteria would you add to be assessed on for this project?</p> <p><i>suggested theme/big idea: Abstract art, abstract landscape, emotion</i></p> <p>Compare and contrast: stamping(bagging) versus monoprinting</p>	<p>Students will create:</p> <p>5. Garbage Bag Monoprint practice <a href="https://theartofeducation.edu/2017/10/5-different-ways-to-try-monoprinting-in-the-art-room/">https://theartofeducation.edu/2017/10/5-different-ways-to-try-monoprinting-in-the-art-room/</a></p> <p>6. Monoprinting- <a href="https://www.youtube.com/watch?v=Gx-nvXgeA1Y">https://www.youtube.com/watch?v=Gx-nvXgeA1Y</a></p> <p>Text resources</p>	<p>Sustainability environmental/ecological studies drawing/painting</p>	<p>assess...</p>
<p>New York State Standards for the Arts</p> <p>Power standard(s): VA:Cr2.2.HS1a Demonstrate an environmentally conscious approach to conservation, care and clean-up of art materials, tools, and equipment in the art classroom.</p> <p>Supporting standard(s): VA:Cr2.1.HS1a- self direction VA:Cr3.1.HS1a- apply criteria, refine VA:Pr5.1.HS1a- perception of craftsmanship and quality of presentation VA:Cn10.1.HS1a- creative process</p>	<p>Access Background Knowledge: Collage, bas relief, relief texture rubbing</p> <p>Essential Questions: Why is the collagraph printing plate unique from other printing plates? How can we extend the life of materials in artmaking?</p> <p><i>suggested theme/big idea: Abstract expressionism</i></p> <p>Compare and contrast: collage versus collagraph plate</p>	<p>Students will create:</p> <p>7. Mini cardstock postcard collagraph practice</p> <p>8. Collagraph printing- <a href="https://www.youtube.com/watch?v=QKvgxwpou74">https://www.youtube.com/watch?v=QKvgxwpou74</a></p> <p>Text resources</p>	<p>Recycling Upcycling Sustainability Career readiness Crafts and trades</p>	<p>assess...</p>

	Recycling vs upcycling			
<p>New York State Standards for the Arts</p> <p>Power standard(s):  <b>VA:Cr2.2.HS1b</b>            Demonstrate awareness of the ethical implications of making and distributing creative work.</p> <p>Supporting standard(s):  <b>VA:Cr2.1.HS1a</b>- self direction  <b>VA:Cr3.1.HS1a</b>- apply criteria, refine  <b>VA:Pr5.1.HS1a</b>- perception of craftsmanship and quality of presentation  <b>VA:Cn10.1.HS1a</b>- creative process</p>	<p>Access Background Knowledge:            Monoprinting on plexi, painting</p> <p>Essential Questions:            How can artists be sure to not plagiarize other artwork? (conversation about Pop Art Theme and Appropriation in art, i.e. intentional borrowing)            How can layering printing ink add interest to a work of art?            How can layering help change a borrowed idea enough to make it one's own?</p> <p><i>suggested theme/big idea:            Pop art, pop culture</i></p> <p>Compare and contrast:            gel printing versus monoprinting on plexi</p>	<p>Students will create:            9. Homemade gel prints-  <a href="https://www.youtube.com/watch?v=SLU5VjohbuE">https://www.youtube.com/watch?v=SLU5VjohbuE</a></p> <p>Text resources</p>	<p>Science</p> <p>Ethics</p> <p>Plagiarism</p> <p>English Language Arts</p> <p>Popular Culture</p> <p>Current Events</p>	<p>assess...</p>
<p>New York State Standards for the Arts</p> <p>Power standard(s):  <b>VA:Cr3.1.HS1a</b>            Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress.</p> <p>Supporting standard(s):  <b>VA:Cr2.1.HS1a</b>- self direction  <b>VA:Cr2.2.HS1a</b>- care and clean up  <b>VA:Pr5.1.HS1a</b>- perception of craftsmanship and quality of presentation  <b>VA:Cn10.1.HS1a</b>- creative process</p>	<p>Access Background Knowledge:            styrofoam and gel printing</p> <p>Essential Questions:            How can chemistry help us to create more detailed and refined prints?</p> <p><i>suggested theme/big idea:            animal/pet portrait (hair texture)</i></p> <p>Compare and contrast:</p>	<p>Students will create:            10. Lithography inspired printing-  <a href="https://www.youtube.com/watch?v=tXaimUkCVU0">https://www.youtube.com/watch?v=tXaimUkCVU0</a></p> <p>Text resources</p>	<p>Science</p> <p>Chemistry</p> <p>Awareness for careers with animals</p>	<p>assess...</p>

	the least detailed type of printmaking to the most detailed type of printmaking			
<p>New York State Standards for the Arts</p> <p>Power standard(s):  <b>VA:Cn11.1.HS1a</b>  Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.</p> <p>Supporting standard(s):  <b>VA:Cr2.1.HS1a</b>- self direction  <b>VA:Cr2.2.HS1a</b>- care and clean up  <b>VA:Cr3.1.HS1a</b>- apply criteria, refine  <b>VA:Pr5.1.HS1a</b>- perception of craftsmanship and quality of presentation  <b>VA:Cn10.1.HS1a</b>- creative process</p>	<p>Access Background Knowledge:  Lithography</p> <p>How is today's currency is made</p> <p>Essential Questions:  Where does art (specifically intaglio) exist in our culture and everyday life?  How does ancient currency influence today's currency aesthetic?</p> <p><i>suggested theme/big idea:  Create your own currency  History of currency</i></p> <p>Compare and contrast:  art versus design</p>	<p>Students will create:  11. Intaglio Etching-  <a href="https://www.youtube.com/watch?v=3mOAAohdwUI">https://www.youtube.com/watch?v=3mOAAohdwUI</a></p> <p>Text resources  <a href="https://www.schoolspecialty.com/intaglio-printmaking-lesson-plan">https://www.schoolspecialty.com/intaglio-printmaking-lesson-plan</a></p>	<p>Social studies</p> <p>Science</p> <p>Chemistry</p>	<p>assess...</p>
NYS Performance Indicators	Objectives Essential Questions	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<p>New York State Standards for the Arts</p> <p><b>VA: CR1.1:HSa. Use multiple artmaking approaches to begin creative endeavors.</b></p> <p><b>VA: CR1.2:HSa. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</b></p> <p><b>VA:Cr2.1:HSa. Generate and develop artistic work in a self-directed manner.</b></p> <p><b>VA:Cr2.2HSa: Demonstrate an environmentally conscious approach to conservation, care and clean-up of art materials, tools, and equipment in the art classroom</b></p>	<p>Art and nature have always been connected. Nature provides endless inspiration for artists. How do you see the relationship between art and nature, and how can artists use nature as a source of inspiration in different ways?</p> <p>Students will explore composition, color, and texture in their artwork.</p> <p><i>suggested theme/big idea:</i></p>	<p><b>Nature Printing unit:</b></p> <p>Students will create:  12. Printing from nature-  <a href="https://www.youtube.com/watch?v=ZQsQSGovG9Y">https://www.youtube.com/watch?v=ZQsQSGovG9Y</a></p> <p>Text resources</p> <p>Applying: Demonstrate various printmaking techniques using natural objects.</p>	<p>Science</p> <p>Patterns in the natural and human designed world can be observed and used as evidence.</p> <p>Math</p> <p>(Mental and physical well-being if they can go for a walk to find their own items.)</p>	<p>assess...</p> <p>Printmaking Process Reflection: Have students write a reflection on their printmaking experience, discussing</p>

<p>VA:RE7.1HSa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>VA:RE 7.2HSa: Analyze the reciprocal relationship between understanding the world and experiencing imagery.</p> <p>VA:Cn10.1HSa: Document the process of developing ideas; from early stages to full elaboration.</p> <p>VA:Cn11.1HSa: Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.</p> <p>VA:Cn11.2HSa: Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields</p> <p>Supporting standard(s):</p> <p>VA:Cr3.1.HS1a- apply criteria, refine</p> <p>VA:Pr5.1.HS1a- perception of craftsmanship and quality of presentation</p>	<p>Taking a Closer Look</p> <p>Prompt students to observe and analyze textures and patterns found in nature and everyday objects to gain inspiration for their prints.</p> <p>Was the print or pattern what you predicted after you printed from your leaves and other natural items?</p> <p>Can you describe the textures and shapes of the items that you printed?</p> <p>How do you think color choice will influence the final result of your prints?</p> <p>Why is experimentation important in printmaking?</p> <p>Compare and contrast the man-made objects with the items found from nature.</p> <p>What do you think the differences would be if you lived in another state or location and you had to find items from nature?</p> <p>Compare and contrast the painted prints and the sun-prints.</p>	<p>Analyzing: Evaluate the effectiveness of printmaking techniques in representing nature.</p> <p>Creating: Create a printmaking artwork that showcases the beauty of nature.</p> <p><b>Alternate:</b>Students can make Collagraph Nature Prints on plates. Leaves and other items from nature are glued to the plate and then coated with acrylic gel medium to waterproof the items. Paint is then applied to the plate surface by painting it on with a brush, foam brush or sponge. The plate is then placed on the paper for printing.</p> <p><b>Alternate</b>-Print Man-made found objects.</p> <p><b>Alternate</b>-Nature Rubbings: Provide students with paper and crayons and encourage them to create rubbings of different textures found in nature, such as tree bark or rocks.</p> <p><b>Alternate</b>-Use sun photo paper to create a print of the same leaves and man-made objects. Compare and contrast the painted prints and the sun-prints.</p>		<p>the challenges they faced, the techniques they used, and the overall impact of their artwork.</p> <p>Evaluating: Students will be able to critique and provide feedback on their peers' printmaking designs.</p>
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<p>New York State Standards for the Arts</p> <p>VA: CR1.1:HSa. Use multiple artmaking approaches to begin creative endeavors.</p> <p>VA: CR1.2:HSa. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.2HSa: Demonstrate an environmentally conscious approach to conservation, care and clean-up of art materials, tools, and equipment in the art classroom</p> <p>VA:Cr2.2HSb: Demonstrate awareness of the ethical implications of making and distributing creative work</p> <p>VA:Pr5.1HSa:Analyze and evaluate how decisions made in preparation and presentation of artwork affect a viewer's perception of meaning.</p> <p>VA:Pr6.1HSa: Analyze and describe the effect that an exhibition of collection has on personal awareness of social, cultural, or political beliefs and understanding</p> <p>VA:RE7.1HSa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>VA:RE 7.2HSa: Analyze the reciprocal relationship between understanding the world and experiencing imagery.</p> <p>VA:Cn11.1HSa:Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.</p> <p>VA:Cn11.2HSa:Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields</p> <p>Supporting standard(s):</p> <p>VA:Cr2.1.HSIa- self direction</p>	<p>Tell me in your own words; Describe the process to create the tree ring print? (Find a “cookie”, plane it, sand it, burn it, clean it, ink it, paper on it and rub it.)</p> <p>Why were all these steps in the process important to achieve the desired outcome?</p> <p>Look at your print and reflect on your process and work ethic. Did you take the time and had good craftsmanship with every step in the process to create the print? Why or why not?</p> <p><i>suggested theme/big idea:</i></p> <p>Taking a Closer Look-</p> <p>What can you tell about the tree that you printed?</p> <p>(How old was the tree that you printed?</p> <p>Growth ring size describes the climate/weather and size of the rings indicate how fast the tree grew that year.) (This is one method that scientists use to hypothesize how our Earth was many years ago and can predict what will happen in the future.)</p>	<p>Students will create:</p> <p>13. Tree ring printing-  <a href="https://www.youtube.com/watch?v=yX5mYR0XJQ4">https://www.youtube.com/watch?v=yX5mYR0XJQ4</a></p> <p>Text resources</p> <p><b>Alternate lesson-</b> what can be learned about tree rings? -Growth ring size describes the climate/weather and size of the rings indicate how fast the tree grew that year.) (This is one method that scientists use to hypothesize how our Earth was many years ago and can use this data to predict what will happen in the future.</p>	<p>Science and Math</p> <p>Patterns in the natural and human designed world can be observed and used as evidence.</p> <p>(Career readiness-If interest in Scientific and environmental research)</p>	<p>assess...</p>
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<p>VA:Cr3.1.HS1a- apply criteria, refine VA:Cn10.1.HS1a- creative process</p> <p>New York State Standards for the Arts</p> <p>VA: CR1.1:HSa. Use multiple artmaking approaches to begin creative endeavors.</p> <p>VA: CR1.2:HSa. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.2HSa: Demonstrate an environmentally conscious approach to conservation, care and clean-up of art materials, tools, and equipment in the art classroom</p> <p>VA:Cr2.2HSb: Demonstrate awareness of the ethical implications of making and distributing creative work</p> <p>VA:Pr6.1HSa: Analyze and describe the effect that an exhibition of collection has on personal awareness of social, cultural, or political beliefs and understanding</p> <p>VA:RE7.1HSa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>VA:RE 7.2HSa: Analyze the reciprocal relationship between understanding the world and experiencing imagery.</p> <p>VA:Cn11.1HSa:Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.</p> <p>VA:Cn11.2HSa:Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields</p> <p>Supporting standard(s): VA:Cr2.1.HS1a- self direction VA:Cr3.1.HS1a- apply criteria, refine</p>	<p><i>suggested theme/big idea:</i> <i>What trees give to us</i></p> <p>Compare and Contrast: printing processes and methods- How was the process of Log Printing and Tree Ring Printing different? And how was it similar? What did you prefer and why?</p>	<p>Students will create: 14. log printing- <a href="https://www.youtube.com/watch?v=vmve4TOmp5E">https://www.youtube.com/watch?v=vmve4TOmp5E</a></p> <p>Text resources</p> <p>Alternate-History and Art-Students will learn about Log printing through-out human History</p> <p>Students will understand the scientific purpose</p>	<p>Science</p> <p>Patterns in the natural and human designed world can be observed and used as evidence.</p> <p>(Career readiness-If interest in Scientific and environmental research)</p> <p>Native American Studies- beliefs of nature</p>	<p>assess...</p>
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<p>VA:Pr5.1.HS1a- perception of craftsmanship and quality of presentation</p> <p>VA:Cn10.1.HS1a- creative process</p>				
<p>New York State Standards for the Arts</p> <p>VA: CR1.1:HSa. Use multiple artmaking approaches to begin creative endeavors.</p> <p>VA: CR1.2:HSa. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.1:HSa. Generate and develop artistic work in a self-directed manner.</p> <p>VA:Cr2.2HSa: Demonstrate an environmentally conscious approach to conservation, care and clean-up of art materials, tools, and equipment in the art classroom</p> <p>VA:Cr2.2HSb: Demonstrate awareness of the ethical implications of making and distributing creative work</p> <p>VA:Pr5.1HSa:Analyze and evaluate how decisions made in preparation and presentation of artwork affect a viewer's perception of meaning.</p> <p>VA:Pr6.1HSa: Analyze and describe the effect that an exhibition of collection has on personal awareness of social, cultural, or political beliefs and understanding</p> <p>VA:RE7.1HSa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>VA:RE 7.2HSa: Analyze the reciprocal relationship between understanding the world and experiencing imagery.</p> <p>VA:Cn10.1HSa: Document the process of developing ideas; from early stages to full elaboration.</p> <p>VA:Cn11.2HSa:Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in</p>	<p>Students will explore composition, color, and texture in their artwork.</p> <p><i>suggested theme/big idea:</i> Students will demonstrate an understanding of the life cycle of flowers and their importance in ecosystems.</p> <p>Explain how to select and gather suitable plant materials for printing.</p> <p>Describe the preparation process, such as cleaning and flattening leaves.</p> <p>Why were all these steps in the process important to achieve the desired outcome?</p>	<p>Students will create:</p> <p>15. Eco- printing on paper-</p> <p><a href="https://www.youtube.com/watch?v=h2GC_TfySJtA">https://www.youtube.com/watch?v=h2GC_TfySJtA</a></p> <p>Text resources</p> <p>Alternate-History, sciences and artStudents will learn the history of Eco-prints and its use through-out History.</p> <p>Alternate-Eco Printing on fabric, such as bags and t-shirts</p> <p><b>END OF NATURE PRINTMAKING UNIT:</b> How has your perception of nature changed after exploring printmaking techniques?</p> <ol style="list-style-type: none"> <li>1. What challenges did you face during the printmaking process, and how did you overcome them?</li> <li>2. How does printmaking allow you to express your connection to the natural world?</li> <li>3. Reflect on your favorite printmaking technique used in this unit and explain why it resonated with you.</li> <li>4. How do you think printmaking can be used to raise awareness about environmental issues?</li> </ol>	<p>Science, Patterns in the natural and human designed world can be observed and used as evidence.</p> <p>Social Studies</p>	<p>assess...</p>

other fields Supporting standard(s): VA:Cr3.1.HS1a- apply criteria, refine				
NYS Performance Indicators	Objectives Essential Questions	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<p>New York State Standards for the Arts</p> <p>VA: CR1.1:HSa. Use multiple artmaking approaches to begin creative endeavors.</p> <p>VA: CR1.2:HSa. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.1:HSa. Generate and develop artistic work in a self-directed manner.</p> <p>VA:Cr2.2HSa: Demonstrate an environmentally conscious approach to conservation, care and clean-up of art materials, tools, and equipment in the art classroom</p> <p>VA:Cr2.2HSb: Demonstrate awareness of the ethical implications of making and distributing creative work</p> <p>VA:Pr5.1HSa:Analyze and evaluate how decisions made in preparation and presentation of artwork affect a viewer's perception of meaning.</p> <p>VA:RE7.1HSa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>VA:Cn11.1HSa:Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.</p> <p>VA:Cn11.2HSa:Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields</p> <p>Supporting standard(s): VA:Cr3.1.HS1a- apply criteria, refine</p>	<p>Access Background Knowledge: From Intro to Clay from previous Art 1 and 2 courses</p> <p>Remembering: Identify and define basic clay vocabulary terms.</p> <p>Access Background Knowledge From Intro to Printmaking Lessons:Styrofoam “stamps”, EZ Carve/eraser Stamp, Linocut printing</p> <p>Access Background Knowledge: Texture making, painting, collage, bas relief, relief texture rubbing</p> <p>How can I create a depth of space that will work on a clay surface?</p> <p>Why were all these steps in the process important to achieve the desired outcome?</p> <p><i>suggested theme/big idea: childhood, innocence</i></p> <p>Look at your print and reflect on your process and work ethic. Did you take the time and had good craftsmanship</p>	<p><b>Ceramics/Sculpture unit:</b></p> <p>Students will create: 16. Relief sculpture collagraphs- <a href="https://www.youtube.com/watch?v=q-sXV7SYgek">https://www.youtube.com/watch?v=q-sXV7SYgek</a></p> <p>Text resources</p> <p>Students will learn the history of collagraphs and relief sculpture through-out History</p> <p>Relief sculpture collagraphs allow artists to bridge the gap between two art forms—sculpture and printmaking—making it a rewarding and engaging process.</p> <p>Alternate-Collagraph printing with Linoleum or Styrofoam</p> <p>alternate- Can incorporate Collagraphs through a variety of ceramics projects. Depending on what ceramic and clay methods teachers want students to learn.</p>	<p>Science</p> <p>Career Readiness</p> <p>Attention to detail</p> <p>Crafts and trades</p> <p>Social Studies</p>	<p>assess...</p>

VA:Cn10.1.HS1a - creative process	with every step in the process to create the relief print? Why or why not?			
<p>New York State Standards for the Arts</p> <p>VA: CR1.1:HSa. Use multiple artmaking approaches to begin creative endeavors.</p> <p>VA: CR1.2:HSa. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.1:HSa. Generate and develop artistic work in a self-directed manner.</p> <p>VA:Cr2.2HSa: Demonstrate an environmentally conscious approach to conservation, care and clean-up of art materials, tools, and equipment in the art classroom</p> <p>VA:Pr5.1HSa:Analyze and evaluate how decisions made in preparation and presentation of artwork affect a viewer's perception of meaning.</p> <p>VA:Re9.1HSa:Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>VA:Cn10.1HSa: Document the process of developing ideas; from early stages to full elaboration.</p> <p>VA:Cn11.1HSa:Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.</p> <p>VA:Cn11.2HSa:Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields</p> <p>Supporting standard(s):</p> <p>VA:Cr3.1.HS1a - apply criteria, refine</p>	<p>Access Background Knowledge:</p> <p>From Intro to Clay from previous Art 1 and 2 courses: Remembering: Identify and define basic clay vocabulary terms and basic skills.</p> <p>Explain how to select and gather suitable plant materials and/or childhood toys for printing.</p> <p><i>suggested theme/big idea:</i> <i>nostalgia, play</i></p> <p>Students will explore composition, color, and texture in their artwork.</p> <p>Analyze the texture, pattern, and composition of different nature items and "found objects" for printing on clay.</p> <p>How can you use the textures created on the slab of clay with your glaze?</p> <p>What is the benefit of using found objects to create patterns on the slab of clay?</p> <p>Was the print or pattern what you predicted after you printed from your found objects other natural items?</p> <p>Explain how to select and gather suitable materials for printing.</p> <p>Look at your print and reflect on your process and work ethic. Did you take</p>	<p>Students will create:</p> <p>17. Found object texture printing on clay- <a href="https://www.youtube.com/watch?v=vgfCrWrg9gg">https://www.youtube.com/watch?v=vgfCrWrg9gg</a></p> <p>Text resources</p> <p>Alternate- Can incorporate plant prints on clay with many ceramics projects. Depending on what ceramic and clay methods teachers want students to learn.</p> <p>EX- Vessels of any type, windchime, abstract, artist or art movement based.</p> <p>Alternate- Combine nature prints on clay.</p> <p>Alternate-Themed found on objects on vessels.</p>	<p>Crafts and Trades</p> <p>Science-Scientific properties of clay</p>	<p>assess...</p>

	<p>the time and had good craftsmanship with every step in the process to create the relief print? Why or why not?</p> <p>Compare and Contrast: Printing on paper and printing on clay</p>			
<p>New York State Standards for the Arts</p> <p>VA: CR1.1:HSa. Use multiple artmaking approaches to begin creative endeavors.</p> <p>VA: CR1.2:HSa. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.1:HSa. Generate and develop artistic work in a self-directed manner.</p> <p>VA:Cr2.2HSa: Demonstrate an environmentally conscious approach to conservation, care and clean-up of art materials, tools, and equipment in the art classroom</p> <p>VA:Cn3.1HSa: Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress</p> <p>VA:Pr5.1HSa:Analyze and evaluate how decisions made in preparation and presentation of artwork affect a viewer's perception of meaning.</p> <p>VA:RE7.1HSa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>VA:RE 7.2HSa: Analyze the reciprocal relationship between understanding the world and experiencing imagery.</p> <p>VA:Cn10.1HSa: Document the process of developing ideas; from early stages to full elaboration.</p> <p>Supporting standard(s): VA:Cr3.1.HSla- apply criteria, refine</p>	<p>Access Background Knowledge: From Intro to Clay from previous Art 1 and 2 courses: Remembering: Identify and define basic clay vocabulary terms and skills.</p> <p><i>suggested theme/big idea: biodiversity in nature, awareness for native and invasive species</i></p> <p>Access background knowledge of the Nature printing unit.</p> <p>Prompt students to observe and analyze textures and patterns found in nature and everyday objects to gain inspiration for their prints.</p> <p>Was the print or pattern what you predicted after you printed from your natural items?</p> <p>Explain how to select and gather suitable plant materials for printing.</p> <p>Students will explore composition, color, and texture in their artwork.</p> <p>How can you use the textures created on the slab of clay with your glaze?</p>	<p>Students will create: 18. Plant prints on clay- <a href="https://www.youtube.com/watch?v=S01fgqGDBo0">https://www.youtube.com/watch?v=S01fgqGDBo0</a></p> <p>Text resources</p> <p>Alternate- Can incorporate plant prints on clay with many ceramics projects. Depending on what ceramic and clay methods teachers want students to learn.</p> <p>EX- Vessels of any type, windchime, abstract, artist or art movement based.</p> <p>Alternate-Ceramic artist sales</p>	<p>Crafts and Trades Science-Scientific properties of clay. Patterns in the natural and human designed world can be observed and used as evidence.</p> <p>Mental and physical well-being if they can go for a walk to find their own items.</p> <p>Career readiness-If interest in Scientific and environmental research.</p>	<p>assess...</p>

	<p>What is the benefit of using found objects from nature to create patterns on the slab of clay?</p> <p>Was the print or pattern what you predicted after you printed from your leaves and other natural items?</p> <p>What do you think the differences would be if you lived in another state or location and you had to find items from nature?</p> <p>Compare and Contrast: Printing on paper and printing on clay</p>			
<p>New York State Standards for the Arts</p> <p>VA: CR1.1:HSa. Use multiple artmaking approaches to begin creative endeavors.</p> <p>VA: CR1.2:HSa. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.1:HSa. Generate and develop artistic work in a self-directed manner.</p> <p>VA:Cr2.2HSa: Demonstrate an environmentally conscious approach to conservation, care and clean-up of art materials, tools, and equipment in the art classroom</p> <p>VA:Cn2.3HSa: Develop a proposal and create sketches or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place</p> <p>VA:Pr4.1HSa:Analyze, select, and curate art and artifacts for presentation and preservation</p> <p>VA:RE7.1HSa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed</p>	<p>Access Background Knowledge: From Intro to Clay from previous Art 1 and 2 courses</p> <p>Remembering: Identify and define basic clay vocabulary terms and skills.</p> <p>Students will explore composition, color theory, and texture in their artwork.</p> <p><i>suggested theme/big idea: current event, social justice</i></p> <p>Compare and Contrast :</p> <p>Printing on paper and printing on clay, applying underglaze.</p>	<p>Students will create:</p> <p>19. Clay underglaze transfer prints- <a href="https://www.youtube.com/watch?v=q6FVyv1Z6-U">https://www.youtube.com/watch?v=q6FVyv1Z6-U</a></p> <p>Text resources</p> <p>Students will learn the history of underglaze though-out history</p> <p>Underglazing with various materials. Craft foam, easy screen.</p> <p>Alternate- Can incorporate prints on clay with many ceramics projects. Depending on what ceramic and clay methods teachers want students to learn. EX- Vessels of any type, windchime, abstract, artist or art movement based.</p> <p>Explore various transfer techniques on various clay bodies.</p>	<p>Science</p> <p>Crafts and Trades</p> <p>Attention to detail</p> <p>Social Studies</p>	<p>assess...</p>

<p>environments VA:RE 7.2HSa: Analyze the reciprocal relationship between understanding the world and experiencing imagery. VA:Re9.1HSa: Establish relevant criteria in order to evaluate a work of art or collection of works. VA:Cn10.1HSa: Document the process of developing ideas; from early stages to full elaboration. VA:Cn11.1HSa: Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.</p> <p>Supporting standard(s): VA:Cr3.1.HSla- apply criteria, refine VA:Pr5.1.HSla- perception of craftsmanship and quality of presentation</p>	<p>Transfer methods with underglaze on clay.</p>			
<p>New York State Standards for the Arts: VA: CR1.1:HSa. Use multiple artmaking approaches to begin creative endeavors. VA: CR1.2:HSa. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. VA:Cr2.1:HSa. Generate and develop artistic work in a self-directed manner. VA:Cn2.3HSa: Develop a proposal and create sketches or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place VA:Cn3.1HSa: Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress VA:Pr4.1HSa:Analyze, select, and curate art and artifacts for presentation and preservation VA:Pr5.1HSa:Analyze and evaluate how decisions made in preparation and presentation of artwork affect a viewer's perception of meaning. VA:RE7.1HSa:</p>	<p>Access Background Knowledge: From Intro to Clay from previous Art 1 and 2 courses. Remembering: Identify and define basic clay vocabulary terms.</p> <p>Access background information on Underglaze methods from previous lessons.</p> <p><i>suggested theme/big idea: Civil rights leaders</i></p>	<p>Students will create: 20. Printing on Ceramic Sculpture- <a href="https://youtube.com/shorts/0A7iz5zNcv8?feature=share">https://youtube.com/shorts/0A7iz5zNcv8?feature=share</a></p> <p>Text resources</p> <p>Create a vessel and utilizing various underglazing Printing techniques. Students can incorporate prints on clay with many ceramics projects. Depending on what ceramic and clay methods teachers want students to learn. EX- Vessels of any type, windchime, abstract, artist or art movement based. Explore various transfer techniques and apply what method works best for what sculpture.</p> <p>Students will learn and apply various silkscreen methods and techniques on clay</p>	<p>Crafts and trades Science</p>	<p> assess...</p>

<p>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>VA:Re9.1.HSa: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>VA:Cn10.1.HSa: Document the process of developing ideas; from early stages to full elaboration.</p> <p>VA:Cn11.1.HSa: Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.</p> <p>VA:Cn11.2.HSa: Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields</p> <p>Supporting standard(s):</p> <p>VA:Cr2.2.HSIa- care and clean up</p> <p>VA:Pr5.1.HSIa- perception of craftsmanship and quality of presentation</p>		<p>slabs. Students will apply underglaze techniques learned in previous lessons.</p> <p><b>END OF PRINTMAKING ON CLAY UNIT</b></p> <p><b>Understand the process of printmaking on clay and how it differs from other printmaking techniques.</b></p> <ol style="list-style-type: none"> <li>1. How did your understanding of printmaking change throughout this unit?</li> <li>2. What challenges did you encounter while creating your printmaking on clay artworks, and how did you overcome them?</li> <li>3. Reflecting on your own printmaking on clay pieces, which technique did you find most effective in achieving your desired outcome, and why?</li> <li>4. What new ideas or concepts did you discover through exploring printmaking on clay that you can apply to future artistic endeavors?</li> </ol> <p>Ask students to research and present on a renowned artist who incorporates printmaking on clay in their practice.</p>		
NYS Performance Indicators	Objectives Essential Questions	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<p>New York State Standards for the Arts</p> <p>HS Proficient VA: Cr1.1. HIS, VA: Cr1.2.HSII, VA: Cr2.2.HSI</p> <p>HS Advanced VA: Cr1.1.HSIII VA: Pro6.1.HSIII</p> <p>Supporting standard(s):</p> <p>VA:Cr2.1.HSIa- self direction</p> <p>VA:Cr3.1.HSIa- apply criteria, refine</p>	<p>Students will explore eco printing techniques • Students will identify a variety of colors • Students will experiment with natural materials • Students will create botanical prints • Students will discuss hypotheses of outcomes in relation to the plants they chose.</p>	<p><b>Fashion Design/Fibers Unit:</b></p> <p>Students will create:</p> <p>21. Eco Prints on clothes-  <a href="https://www.youtube.com/watch?v=xxKVW7gTfVo">https://www.youtube.com/watch?v=xxKVW7gTfVo</a></p> <p>Text Resources</p>	<p><b>P Life Science:</b> Patterns ♣ Patterns in the natural and human designed world can be observed and used as evidence. (P-LS1-1),(P-LS3-1) Cause and Effect ♣ Events have causes that generate observable patterns. Patterns ♣ Patterns in the</p>	<p>assess...</p>



<p>VA:Pr5.1.HSIa- perception of craftsmanship and quality of presentation VA:Cn10.1.HSIa- creative process</p>	<p><i>suggested theme/big idea: botany, botanical studies, invasive versus non invasive plant species</i></p>	<p>Resources Suggested activity</p> <p>Students will collect natural resources such as plants and leaves. Students will select their wearable clothing object (white) such as T-shirt or dress. Students will begin their process by laying out their collected resources onto their clothing for desired placement. Students will have to use plastic wrap or parchment paper in between clothing layers to not transfer undesired pigment onto the other areas. Once they have their collected natural resources placed. Students will place another layer of protective paper over their resources. They will then begin to gently hammer the foliage to release the natural pigments onto the clothing articles. Once they are finished, remove/peel the natural resource gently from the clothing and let dry. Clothing will then be soaked into a bath of vinegar and water and placed to dry.</p>	<p>natural and human designed world can be observed and used as evidence. (P-LS1-1),(P-LS3-1) Cause and Effect ♣ Events have causes that generate observable patterns. (P-LS1-2) Patterns ♣ Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (P-ESS1-1),(P-ESS2-1) Cause and Effect ♣ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (P-ESS2-1),(P-PS3-1)</p>	
<p>New York State Standards for the Arts</p> <p>HS Proficient VA:Re7.1.HSI, VA:Cn11.2.HSI</p> <p>HS Accomplished VA:Cn10.1.HSII, VA:Cn11.1.HSII,</p> <p>Supporting standard(s): VA:Cr2.1.HSIa- self direction VA:Cr2.2.HSIa- care and clean up VA:Cr3.1.HSIa- apply criteria, refine VA:Pr5.1.HSIa- perception of craftsmanship and quality of presentation</p>	<p>Students will explore eco printing/dyeing techniques • Students will identify a variety of colors • Students will experiment with natural materials • Students will create botanical dyes • Students will discuss hypotheses of outcomes in relation to the flowers/herbs they chose.</p> <p><i>suggested theme/big idea: fast fashion versus sustainability</i></p>	<p>Students will create:</p> <p>22. Eco printing on fabric/ Eco Bundle Dye printing on fabric- <a href="https://youtube.com/shorts/tPsOULcTJXs?feature=share">https://youtube.com/shorts/tPsOULcTJXs?feature=share</a> <a href="https://youtu.be/PjhASOFogY8">https://youtu.be/PjhASOFogY8</a></p> <p>Text resources</p> <p>Students will collect natural resources such as flowers, ferns, herbs and spices. (everything used should be semi-dried out). Students will select their piece of fabric. Students will begin their process by laying out their fabric on a flat surface and giving it a</p>	<p><b>Science and Humanities</b></p> <p>Evaluate the results of your dyeing experiments and ask students, <i>Did the plants produce the colors you were expecting?</i> <i>Which colors do you prefer and why? Why is color so important?</i> <i>What does it add to our lives?</i></p>	<p>assess...</p>


		<p>squirt of vinegar with a spray bottle. They will then place their collected resources onto their fabric for desired placement. They will then give them a spritz of vinegar. The next step is to start at one end and begin rolling up the bundles of flowers and fabric tightly and secure with twine or string. Students should place the bundles in water before placing them into the steam pot. They should be steamed for a couple of hours and let sit overnight. Untie the fabric bundles and remove excess remains and lay them to dry.</p>	<p><b>History</b>  <i>Ask students to imagine and discuss how they think early humans might have discovered that they could use plant pigments to color their bodies, hair, crafts, animal skins, and fabrics. Encourage exploration through library and Internet research.</i></p>	
<p>New York State Standards for the Arts</p> <p>HS Proficient: VA: Re8.1.HSI, VA: Cn10.2.HSI, VA: Cn11.2.HSI</p> <p>HS Advanced: VA:Cr2.3.HSIII, VA: Pr4.1.HSIII</p> <p>Supporting standard(s):            VA:Cr2.1.HSIa- self direction            VA:Cr2.2.HSIa- care and clean up            VA:Pr5.1.HSIa- perception of craftsmanship and quality of presentation            VA:Cn10.1.HSIa- creative process</p>	<p>Students will explore Digital Design &amp; Screen Printing • Students will identify ways of creating simplistic images using positive and negative space on a digital surface • Students will experiment with ways of weeding a surface to reveal their designs • Students will create screen prints • Students will discuss their designs and relevancy to the target theme.</p> <p><i>suggested theme/big idea:            Collaborative class logo</i></p>	<p>Students will create:            23. T-shirt screen printing (digital editing with photopea)-  <a href="https://www.youtube.com/watch?v=PXb929ZDIs8">https://www.youtube.com/watch?v=PXb929ZDIs8</a></p> <p>Text resources</p> <p>Students will begin by familiarizing themselves with the website Photopea. (Photopea is a free web-based alternative to Photoshop). Students will then begin to think of an idea/theme for their Screen sprint while learning about the technique. Students will create their desired design on photopea, which then will be printed and transferred onto vinyl (this process may be done using a Circuit machine or by hand using an exacto-knife. Once the image has been weeded to reveal their design, they need to attach it to transfer tape. Students will need to transfer tape using a squeegee. Remove the white backing from paper from the vinyl and attach it to the screen frame/mesh and smooth using the squeegee. The transfer tape needs to be removed. Again, Squeegee the vinyl to</p>	<p>Family and Consumer Sciences</p> <p>1. <i>Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.</i></p>	<p>assess...</p>

		secure to the mesh/frame. Students need to cover any areas with leftover transfer paper that they do not want printed. Parchment paper needs to be in between shirt layers. Once that is in place, students need to use their decision-making skills to align their screens onto their shirts. Then begin to add the fabric paint onto the top section of their screen. Using the squeegee, pull towards you several times. Lift the screen to reveal the design! Students will have to thoroughly clean their supplies.		
<p>New York State Standards for the Arts</p> <p>HS Proficient VA:Cr1.2.HSI, VA:Pr5.1.HSIII, VA:Pr6.1.HSI</p> <p>HS Accomplished VA:Cr2.1.HSII, VA:Cr2.2.HSII,</p> <p>HS Advanced VA:Cr2.3.HSIII</p> <p>Supporting standard(s):  VA:Cr2.1.HSIa- self direction  VA:Cr3.1.HSIa- apply criteria, refine  VA:Cn10.1.HSIa- creative process</p>	<p>Students will explore the Batik style of printmaking • Students will experiment with learn about flexibility with art techniques • Students will experiment with the wax resist process • Students will compare/contrast to the process of tie-dye • Students will learn control of their medium</p> <p><i>suggested theme/big idea: fibers and fashion culture</i></p>	<p>Students will create:</p> <p>24. Batik printing-  <a href="https://www.youtube.com/watch?v=Nd0e2YH-zeo">https://www.youtube.com/watch?v=Nd0e2YH-zeo</a></p> <p><a href="http://theartofeducation.edu">Introduction - Exploring Batik at Every Level (theartofeducation.edu)</a></p> <p>Text resources</p> <p>Students will learn the history of Batik. They will learn examples from around the world and make personal connections. Students will learn the traditional way of making Batik techniques using hot wax.</p> <p>Waxed fabric is put into a dye bath to soak up the artist's intended color. • The waxing, dyeing, and wax removal processes are repeated as many times as the artist wants to change the color being used. • In general, the artist starts with the lightest value color and then continues to darken as they dye. • Once the fabric is dyed, the wax is removed by boiling or scraping it off. • Wax is reapplied to protect the new color. "Dyeing" for Color • Finally, the artist removes the wax to reveal the finished fabric design. •</p>	<p>Social Sciences:</p> <p><i>Cultural sustainability. Increases students' understanding of their own and other cultures; it enhances one's knowledge of the norms, values, and behaviors that exist in cultures. And it allows the student both to discern and communicate cultural differences with sensitivity and confidence.</i></p>	<p>assess...</p>

		<p>Scraped: The artist can use their hands or tools to pick or scrape the wax off. While this is the easiest option, it is generally less effective. • Boiled: The waxed fabric is placed into a pot of water and boiled. The wax melts out of the material and collects on the water's surface. • Ironed: The artist places a piece of newsprint on top of the waxed fabric and uses an iron to heat the wax, causing it to soak into the newsprint.</p>		
<p>New York State Standards for the Arts</p> <p>HS Proficient VA:Cr2.1.HSI</p> <p>HS Accomplished VA:Cr2.2.HSII, VA:Pr5.1.HSI, VA:Re7.2.HSII</p> <p>Supporting standard(s):  VA:Cr3.1.HSIa- apply criteria, refine  VA:Cn10.1.HSIa- creative process</p>	<p>Students will research not only the history of Indigo blue dye, but also the various methods of resist dyeing. Then they'll choose a few of these methods to try on small, sampler-sized pieces of muslin or cotton fabric to allow them understanding of the process prior to creating their final works. When dying is complete and dry, the samplers may be stitched together, quilt-style. Students will learn about building artwork together, as well as learning about their own preferences and individual artistic styles of folding and pattern making and linework. Students will know and understand the processes necessary to create their artwork using a resist method of natural indigo dye.</p> <p><i>suggested theme/big idea: the history and impact of the iconic pigment called indigo</i></p>	<p>Students will create:</p> <p>25. Glue resist printing-  <a href="https://www.youtube.com/watch?v=JyJkwCqoaMk">https://www.youtube.com/watch?v=JyJkwCqoaMk</a></p> <p>Text resources</p> <p>Students will begin using a flat piece of fabric such as a pillow case. The student's goal will be to design an abstract pattern using Elmer's clear glue. There are many ways to create their patterns, however one technique will be to carefully fold the material using an accordion style method into sections. By using a wool pad, students will be able to press their folded sections as seen in the Shibori method. Rulers will also help with measurements. If students do not wish to freehand their designs, they may use a washable marker to confirm their designs. Once they have their designs, they may start using the glue to design their work. The glue will act as a resist and not attract dye where it is placed. Students should check their work and make sure their glue line work is how they want it to be. Once the glue is dry, the fabric can be placed into an Indigo bath (large bucket). Gloves should be worn to not dye skin as they dip and wring out the fabric. The color will be green until it oxidizes and dried. The fabric may be dipped multiple times to</p>	<p>Students will be able to  Relate artistic ideas and works with societal, cultural and historical context to deepen understanding of the artmaking process of Indigo dying.</p>	<p>assess...</p>

		achieve the desired color blue. Students will see the contrast between white background and blue dye.		
<p>New York State Standards for the Arts</p> <p>HS Accomplished VA:Cr2.2.HSII, VA:Pr6.1.HSII VA: Re7.2.HSII VA:Cn11.1.HSII, VA:Cn11.2.HSII</p> <p>Supporting standard(s):  VA:Cr2.1.HSIIa- self direction  VA:Cr3.1.HSIIa- apply criteria, refine  VA:Pr5.1.HSIIa- perception of craftsmanship and quality of presentation  VA:Cn10.1.HSIIa- creative process</p>	<p>Students will learn the ancient technique of shibori dyeing using Indigo Dye. They will learn historical context and relevance to societies across the world. Students will combine their knowledge to create art that has a connection to our everyday lives. Students will know how to follow step by step directions to create functional artwork.</p> <p><i>suggested theme/big idea: fashion and fibers spanning to interior design</i></p>	<p>Students will create:  26. shibori -  <a href="https://www.youtube.com/watch?v=45uq9U5eQg0">https://www.youtube.com/watch?v=45uq9U5eQg0</a></p> <p>Text resources</p> <p>Diamond Pattern Shibori Folding. Using a pre-washed square of fabric that has been pressed. Students will be making pillows. The fabric should be carefully measured into a perfect square. Students should fold the fabric in half while steaming folds, and fold in half again. The edge without the seams will be the middle of the pillow. The students will then fold the fabric handkerchief style, then accordion fold into a rectangle while pressing all folds. Students will want the corners to match with the edges, while understanding the middle will be thicker due to the layers of folds. Students will need a paint stick that is placed on top of their folded fabric and bound with string. Students will then dip the fabric into the vat of indigo. The indigo should be squeezed into the folds and off the ends. Students should be using the Flash dipping process. Once they are done, the strings should be carefully cut and removed to reveal the pattern. The coloration will range from white to green and dark blue. Once the fabric has dried and washed, the students will learn how to sew the edges, fill with pillow stuffing and create a pillow.</p>	<p>A pillow is a support of the body at rest for comfort, therapy, or decoration. Pillows are used in different variations by many species, including humans. By creating a pillow, students will understand that functionality of art connects to society in regards to health and sciences.</p>	<p>assess...</p>

<p>New York State Standards for the Arts</p> <p>HS Advanced Va:Cr2.2.HSIII, VA:Cr2.3.HSIII, VA:Cr3.1.HSIII, VA:Re7.2.HSIII, VA:Cn10.1.HSIII</p> <p>Supporting standard(s):</p> <p>VA:Cr2.1.HSIIa- self direction</p> <p>VA:Pr5.1.HSIIa- perception of craftsmanship and quality of presentation</p>	<p>Students create a logo that advertises a social cause or social justice event/group they stand for. They apply newly acquired design skills along with previously learned knowledge in art. In this project, students will learn about and gain a deeper understanding of a social cause or social justice event/group that they have a personal interest in. They will learn and utilize safety measures in the work space and know how chemicals react to different surfaces.</p> <p><i>suggested theme/big idea: Social cause awareness and communication design</i></p>	<p>Students will create:</p> <p>27. Bleach printing- (abstract expressionism/ action painting)</p> <p><a href="https://www.youtube.com/watch?v=p9EPrN7DIY">https://www.youtube.com/watch?v=p9EPrN7DIY</a></p> <p>a. (and/or with stencils/cricut machine)</p> <p><a href="https://www.youtube.com/watch?v=PjE8VA__N4o">https://www.youtube.com/watch?v=PjE8VA__N4o</a></p> <p>Text resources</p> <p>Students will begin by researching a social topic of their choice. They will then start brainstorming ideas to create their own simple logo design that relates to advocacy of their social topic. Students will begin sketching out ideas and come up with their final design. Designs should be simplistic and relevant to their topic. Once the design is confirmed, students will need freezer paper. The freezer paper is placed with the shiny plastic side faced down onto their drawn design. Using a dark color pen, the image is traced onto the freezer paper. Freehand embellishments are also okay to use such as drawing their Initials or adding lines/shapes. Once their drawing has been transferred onto the Freezer paper, they will need to prep Their Dark colored T-shirt that has been pressed. A piece of Cardboard will need to be placed in between the layers of the Shirt. Students should double check for any wrinkles and iron them if necessary. The freezer paper should be centered or placed onto where they wish their designs to go. The plastic coating should still be underneath. Students will need to iron the freezer paper causing it to stick to the shirt. Using an exacto-blade, students will then carefully cut the paper off where they wish to have</p>	<p>Students will understand chemical reactions and textiles. They will learn safety measures that are necessary to create their artwork. Students will learn about social advocacy and the role designers have in society.</p> <p>Communications</p> <p>Communication design</p> <p>Graphic design</p>	<div>assess...</div>
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		<p>the bleach sprayed to change the color of the shirt and reveal their design. The areas that the students wish to make the lightest should be revealed first. Students should iron the shirt after each reveal. Students should mist the Shirt with Bleach and quickly pat it dry with paper towels so that the shirt does not continuously soak up more bleach and bleed the design. If the students want to create a layered effect of color range, they should then reveal the next layer of freezer paper using the x-acto blade, iron and lightly spray with bleach. Once they are complete, rinse the shirt under water with the freezer paper still on. Slowly remove the freezer paper as they rinse to reveal their final designs.</p>		
NYS Performance Indicators	Objectives Essential Questions	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<p>New York State Standards for the Arts</p> <p>Power standard(s):</p> <p>VA:Cn11.2.HS1a Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields</p> <p>VA:Cr2.3.HS1a Develop a proposal and create sketches or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>Supporting standard(s):</p> <p>VA:Cr2.1.HS1a- self direction</p> <p>VA:Cr2.2.HS1a- care and clean up</p> <p>VA:Cr3.1.HS1a- apply criteria, refine</p> <p>VA:Pr5.1.HS1a- perception of craftsmanship and quality of presentation</p> <p>VA:Cn10.1.HS1a- creative process</p>	<p>Access Background Knowledge:</p> <p>animated movies</p> <p>Illustration and animation courses (if applicable)</p> <p>Essential Questions:</p> <p>How are live action and animated movies similar and different?</p> <p>Who is Eadweard Muybridge and why is he significant in the history of photography?</p> <p>How can you create your own analog animation in flipbook style independently? Or How can we all work together as a class to create a collaborative flipbook (at least one page per student)</p>	<p><b>Digital/Animation Unit:</b></p> <p>Students will create:</p> <p>28. Flipbook animation inspired- independent and or collaborative/ bookmaking (30 page flip book) each student creates one frame (istopmotion with ipads once available)</p> <p>Text resources</p>	<p>Animation</p> <p>Media studies</p> <p>Media production</p> <p>Film studies</p> <p>Bookmaking</p>	<p> assess...</p>



	<p><i>suggested theme/big idea:</i>  <i>Action and movement in art and/or</i>  <i>Class voted theme for collaboration</i></p> <p><i>Compare and contrast:</i>  <i>Photograph versus motion picture,</i>  <i>Recording versus animation,</i>  <i>Digital versus analog</i></p>			
<p>New York State Standards for the Arts</p> <p>Power standard(s):  <b>VA:Re7.1.HS1a</b>  Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>Supporting standard(s):  <b>VA:Cr2.1.HS1a</b>- self direction  <b>VA:Cr2.2.HS1a</b>- care and clean up  <b>VA:Cr3.1.HS1a</b>- apply criteria, refine  <b>VA:Pr5.1.HS1a</b>- perception of craftsmanship and quality of presentation  <b>VA:Cn10.1.HS1a</b>- creative process</p>	<p>Access Background Knowledge:  Digital Art  Digital Photo Editing  Found Photography</p> <p>Essential Questions:  How can you take more ownership in the creative process of your own work?  Why is creating your own imagery more impactful, meaningful, significant as an artist?</p> <p><i>suggested theme/big idea:</i>  <i>Social commentary</i></p> <p><i>Compare and contrast:</i>  <i>The aesthetic in your work to classmates and comic book masters</i></p>	<p>Students will create:  29. Digital Art to make an artwork via CitraSolv transfer Printing-  <a href="https://www.youtube.com/watch?v=iU9R4L42czk">https://www.youtube.com/watch?v=iU9R4L42czk</a></p> <p>Text resources</p>	<p>Digital Art</p> <p>Photo Editing</p> <p>Photography</p> <p>Drawing and Painting</p> <p>Popular culture</p> <p>Social studies</p> <p>Technology</p>	<p>assess...</p>
<p>New York State Standards for the Arts</p> <p>Power standard(s):  <b>VA:Re7.2.HS1a</b>  Analyze the reciprocal relationship between understanding the world and experiencing imagery  <b>VA:Re8.1.HS1a</b></p>	<p>Access Background Knowledge:  Digital art  Photo editing  Found photography  Cyanotypes  Surrealism  Deepfake photos</p>	<p>Students will create:  30. Digital photomontage/ Photographic cyanotypes-  <a href="https://www.youtube.com/watch?v=pHcWr4nwo0g">https://www.youtube.com/watch?v=pHcWr4nwo0g</a></p> <p>Text resources</p>	<p>Illustration</p> <p>Digital Art/Editing</p> <p>Photography</p> <p>Drawing and Painting</p>	<p>assess...</p>

<p>8.1a: Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts.</p> <p>Supporting standard(s):  VA:Cr2.1.HS1a- self direction  VA:Cr2.2.HS1a- care and clean up  VA:Cr3.1.HS1a- apply criteria, refine  VA:Pr5.1.HS1a- perception of craftsmanship and quality of presentation  VA:Cn10.1.HS1a- creative process</p>	<p>AI/Chat GPT</p> <p>Essential Questions:  Should you always believe what you see?  Who is your favorite Surrealist?  How can you push the limits of photo editing to create new meaning?  How can your subconscious and/or inner superhero influence your work?</p> <p><i>suggested theme/big idea:</i>  <i>Surrealism (dreamlike)</i>  <i>The Subconscious</i>  <i>Superheroes</i>  <i>Comic strip inspiration</i></p> <p><i>Compare and contrast:</i>  <i>Digital art versus digital photomontage</i></p>		<p>Popular culture</p> <p>Artificial Intelligence</p> <p>Chat GPT</p> <p>Social Studies</p> <p>Psychology</p> <p>ELA</p> <p>Science</p> <p>Chemistry</p> <p>Technology</p>	
NYS Performance Indicators	Objectives Essential Questions	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<p>New York State Standards for the Arts</p> <p>Power standard(s):  VA:Pr6.1.HS1a  Analyze and describe the effect that an exhibition of collection has on personal awareness of social, cultural, or political beliefs and understandings.  VA:Cn11.1.HS1a  Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.</p> <p>Supporting standard(s):  VA:Cr2.1.HS1a- self direction</p>	<p>Access Background Knowledge:  “Shaving Cream Marbling”  Hydro Dipping Shoes  Printing with nature</p> <p>Essential Questions:  What did Suminagashi influence in art history and popular culture?  How was this technique applied to fashion and popular culture?  How can I apply this technique to nature?</p>	<p><b>Outdoor and Light-Based Unit (Sun Printing and Cameraless Photography):</b></p> <p>Students will create:  31. “Puddle Printing” or Suminagashi-  <a href="https://www.youtube.com/watch?v=qArb6Z-qUZc">https://www.youtube.com/watch?v=qArb6Z-qUZc</a> (or nature)</p> <p>Text resources</p>	<p>Social studies</p> <p>Globalization</p> <p>Sociology</p> <p>Science</p> <p>Chemistry</p> <p>Art History</p>	<p>assess...</p>

<p>VA:Cr2.2.HS1a- care and clean up  VA:Cr3.1.HS1a- apply criteria, refine  VA:Pr5.1.HS1a- perception of craftsmanship and quality of presentation  VA:Cn10.1.HS1a- creative process</p>	<p><i>suggested theme/big idea:</i>  <i>Exposure to other cultures</i>  <i>Awareness for other cultures</i></p> <p><i>Compare and contrast:</i>  <i>Puddle printing vs Suminagashi vs marbling</i></p>			
<p>New York State Standards for the Arts</p> <p>Power standard(s):  VA:Cr2.3.HS1a  Develop a proposal and create sketches or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place.  VA:Re7.1.HS1a  Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments</p> <p>Supporting standard(s):  VA:Cr2.1.HS1a- self direction  VA:Cr2.2.HS1a- care and clean up  VA:Cr3.1.HS1a- apply criteria, refine  VA:Pr5.1.HS1a- perception of craftsmanship and quality of presentation  VA:Cn10.1.HS1a- creative process</p>	<p>Access Background Knowledge:  Working/creating with nature  Botanical artwork  Murals and Public Art  Installation Art  Gridding and Chuck Close</p> <p>Essential Questions:  What is public art and what role does it play in our world?  How can many individual artworks come together as one?  How can many artworks together be more significant and impactful to viewers versus one work?</p> <p><i>suggested theme/big idea:</i>  <i>Peace</i>  <i>Calm</i>  <i>Peace and calm found in nature</i>  <i>Positivity</i>  <i>Mental Health</i></p> <p><i>Compare and contrast:</i>  <i>Mental Health Vs Emotional Wellbeing</i></p>	<p>Students will create:  32. Collaborative Cyanotype Mural- Nature Inspired  <a href="https://www.youtube.com/watch?v=btt937ZyoMY">https://www.youtube.com/watch?v=btt937ZyoMY</a> Anna Atkins</p> <p>Text resources</p>	<p>Public Art</p> <p>Sociology</p> <p>Social Studies</p> <p>Science</p> <p>Chemistry</p> <p>Ecology</p> <p>Botany</p> <p>Wellness</p> <p>Mental Health</p> <p>Social Emotional</p> <p>Emotional Intelligence</p>	<p>assess...</p>

<p>New York State Standards for the Arts</p> <p>Power standard(s):  <b>VA:Cr2.2.HS1a</b>          Demonstrate an environmentally conscious approach to conservation, care and clean-up of art materials, tools, and equipment in the art classroom.</p> <p><b>VA:Pr4.1.HS1a</b>          Analyze, select, and curate art and artifacts for presentation and preservation</p> <p>Supporting standard(s):  <b>VA:Cr2.1.HS1a</b>- self direction  <b>VA:Cr3.1.HS1a</b>- apply criteria, refine  <b>VA:Pr5.1.HS1a</b>- perception of craftsmanship and quality of presentation  <b>VA:Cn10.1.HS1a</b>- creative process</p>	<p>Access Background knowledge:          Traditional cyanotypes          Abstract expressionism          Jackson Pollock</p> <p>Essential Questions:          What does “archival” mean?          Why should an artist strive for an archival quality in their work?          How can you push the limits of traditional cyanotypes and their expected norm?</p> <p><i>suggested theme/big idea:</i>  <i>Archival quality</i>  <i>Action painting</i></p> <p><i>Compare and contrast:</i>  <i>Traditional versus non-traditional</i></p>	<p>Students will create:          33. Painting with cyanotypes-  <a href="https://www.youtube.com/watch?v=QIJDvBs_pik">https://www.youtube.com/watch?v=QIJDvBs_pik</a></p> <p>Text resources</p> <p>Similar collaboration from the previous lesson may be applied on a larger scale with more student leadership and independence.</p>	<p>Science</p> <p>Chemistry</p> <p>Painting</p> <p>Social Studies</p> <p>Conservation Studies</p> <p>Library Studies</p> <p>Art Conservation</p> <p>Museum Studies</p>	<p>assess...</p>
<p>New York State Standards for the Arts</p> <p>Power standard(s):  <b>VA:Cn11.2.HS1a</b>          Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields</p> <p>Supporting standard(s):  <b>VA:Cr2.1.HS1a</b>- self direction  <b>VA:Cr2.2.HS1a</b>- care and clean up  <b>VA:Cr3.1.HS1a</b>- apply criteria, refine  <b>VA:Pr5.1.HS1a</b>- perception of craftsmanship and quality of presentation  <b>VA:Cn10.1.HS1a</b>- creative process</p>	<p>Access Background knowledge:          Eco printing          Cyanotypes          Printing with nature</p> <p>Essential Questions:          How can you push the limits of cyanotypes and printing on fabric to create deeper meaning?          How can 2D Design inform your pattern expression?          What is a module in 2D Design?          How can your skills from the current and previous projects apply to the fashion industry?</p>	<p>Students will create:          34. Alternative process photography cyanotype fabric printing-  <a href="https://www.youtube.com/watch?v=KCj1saibrJY">https://www.youtube.com/watch?v=KCj1saibrJY</a></p> <p>Text resources</p>	<p>Research Skills</p> <p>Arts Based Research</p> <p>Fashion Design</p> <p>Fiber Arts</p> <p>Graphic Design</p> <p>Textile Design</p> <p>Science</p> <p>Chemistry</p>	<p>assess...</p>

	<p><i>suggested theme/big idea:</i>  <i>Student created meaning in Expressive patterns and Gradient of scale inspired by theme of student's choice through arts based research</i></p> <p><i>Compare and contrast:</i>  <i>Cyanotype fabric printing vs eco printing on fabric</i>  <i>Formal vs informal pattern</i></p>			
<p>New York State Standards for the Arts</p> <p>Power standard(s):  <b>VA:Cr2.2.HS1b</b>  <b>Demonstrate awareness of the ethical implications of making and distributing creative work.</b></p> <p>Supporting standard(s):  <b>VA:Cr2.1.HS1a</b>- self direction  <b>VA:Cr2.2.HS1a</b>- care and clean up  <b>VA:Cr3.1.HS1a</b>- apply criteria, refine  <b>VA:Pr5.1.HS1a</b>- perception of craftsmanship and quality of presentation  <b>VA:Cn10.1.HS1a</b>- creative process</p>	<p>Access Background knowledge:</p> <ul style="list-style-type: none"> <li>Found objects</li> <li>Photography</li> <li>cyanotypes</li> <li>Day of the Dead</li> <li>Vanitas Paintings</li> <li>Still Life Genre</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>Who is Man Ray and why is he influential in the history of photography and in art history?</li> <li>How can you create your own themed still life Rayograph inspired printer-type artwork?</li> </ul> <p><i>suggested theme/big idea:</i>  <i>Life versus death</i>  <i>mortality</i></p> <p><i>Compare and contrast:</i>  <i>Rayograph vs cyanotype</i></p>	<p>Students will create:</p> <p>35. Rayograph inspired art-  <a href="https://www.sfmoma.org/watch/crimes-against-photography-man-ray-and-rayograph/">https://www.sfmoma.org/watch/crimes-against-photography-man-ray-and-rayograph/</a></p> <p>Text resources</p>	<p>Art History</p> <p>Photography</p> <p>Social Studies</p> <p>Philosophy</p> <p>Ethics</p> <p>ELA</p> <p>Plagiarism</p>	<p>assess...</p>

<p>New York State Standards for the Arts</p> <p>Power standard(s): VA:Re7.1.HS1a- Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>Supporting standard(s): VA:Cr2.1.HS1a- self direction VA:Cr2.2.HS1a- care and clean up VA:Cr3.1.HS1a- apply criteria, refine VA:Pr5.1.HS1a- perception of craftsmanship and quality of presentation VA:Cn10.1.HS1a- creative process</p>	<p>Access Background knowledge: Expressionism Rayographs Portrait Genre Collage weaving</p> <p>Essential Questions: What role do you believe machines should play in art? How can you push the limits of the role of a photocopy machine in art? What do you think the viewer's response will be to your constructed self portrait compared to your natural and original self portrait?</p> <p><i>suggested theme/big idea: Expressionism, emotion, deconstruction, shattered self portraits</i></p> <p><i>Compare and contrast: Humans vs Machines Aesthetic manipulation by hand vs Aesthetic manipulation by technology</i></p>	<p>Students will create: 36. Xerox/photocopier inspired imaging and printing- <a href="https://www.atlasobscura.com/articles/how-xerox-invented-the-copier-and-artists-pushed-it-too-its-limits">https://www.atlasobscura.com/articles/how-xerox-invented-the-copier-and-artists-pushed-it-too-its-limits</a></p> <p>Text resources</p>	<p>Social Studies</p> <p>Art History</p> <p>Science</p> <p>Physics- study of light</p> <p>Photography</p>	<p>assess...</p>
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