



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent

Multimedia Printing & Design

Content Area: Visual Arts
Grade Span: Grades 9-12
Revised by: Rebekah Sterlacci
Presented by: Rebekah Sterlacci
Approval date: August 2023

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Dr. Tom Connors, Vice President
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Brenda Smith

Piscataway Township Schools
1515 Stelton Road
Piscataway, NJ 08854-1332
732 572-2289, ext. 2561
Fax 732 572-1540
www.piscatawayschools.org

COURSE OVERVIEW

Description		
<p>Multimedia Printing and Design covers basic principles, materials, and equipment used in the major printing processes. Emphasis is placed on graphic design, print communication, screen printing, lithography, and bindery techniques. Specifically designed projects allow each student to experience the major forms of commercial and fine art printing techniques. The silkscreen process – which includes ability to print on clothing, paper, and other materials is taught in detail. This visual arts course will provide a hands-on experience of the printing art form, along with a fundamental knowledge of Graphic Design.</p>		
Goals		
<p>Students will engage in the following activities to gain mastery and understanding:</p> <ul style="list-style-type: none"> Design Layout Printing Materials Printing Techniques Printing Mediums Careers 		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Fundamentals of Design and Elements of Art	September
Unit 2	Principles of Design	September
Unit 3	Design and Layout	October
Unit 4	Measurements	November
Unit 5	Typography	December
Unit 6	Introduction to Printing Materials	January
Unit 7	Introduction to Screen Printing	February
Unit 8	Poster Design – Multi Color Screen Printing	March
Unit 9	Offset Printing: Business Stationary	April
Unit 10	Memo Pads: Offset Printing Techniques	May
Unit 11	Careers in the Printing Field	June
Resources		
<p>Suggested Resources: Appropriate Materials Teacher-Created Resources Adobe Creative Cloud</p> <p>See below for specifics in each unit.</p>		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale	
<p>Multimedia Printing and Design covers basic principles, materials, and equipment used in the major printing processes. Emphasis is placed on graphic design, print communication, screen printing, lithography, and bindery techniques. Specifically designed projects allow each student to experience the major forms of commercial and fine art printing techniques. The silkscreen process – which includes ability to print on clothing, paper, and other materials is taught in detail. This visual arts course will provide a hands-on experience of the printing art form, along with a fundamental knowledge of Graphic Design.</p>	
State Standards	
Anchor Standard 1 Generating and Conceptualizing Ideas	
Proficient	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Accomplished	
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced	
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2 Organizing and Developing Ideas	
Proficient	
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
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.
Accomplished	
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2b	Redesign an object, system, place, or design in response to contemporary issues.

Advanced	
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b:	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
Anchor Standard 3 Refining and Completing Products	
Proficient	
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
Accomplished	
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
Advanced	
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.
Anchor Standard 4 Selecting, Analyzing, and Interpreting Work	
Proficient	
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished	
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced	
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 5 Developing and refining techniques and models or steps needed to create product	
Proficient	
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
Accomplished	
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place
Advanced	
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art
Anchor Standard 6 Conveying Meaning Through Art	
Proficient	

1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished	
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced	
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.
Anchor Standard 7	Perceiving and Analyzing Products
Proficient	
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished	
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Advanced	
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
Anchor Standard 8	Interpreting intent and meaning
Proficient	
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts
Accomplished	
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
Advanced	
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
Anchor Standard 9	Applying criteria to evaluate products.
Proficient	
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
Accomplished	

1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
Advanced	
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
Anchor Standard 10.	Synthesizing and relating knowledge and personal experiences to create products
Proficient	
1.5.12prof.Cn10a.	Document the process of developing ideas from early stages to fully elaborated ideas
Accomplished	
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Advanced	
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Proficient	
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
Accomplished	
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change
Advanced	
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

UNIT 1: Fundamentals of Design and Elements of Art

Summary and Rationale	
<p>Students will understand:</p> <ul style="list-style-type: none"> • The elements of art and principles of design are universal. • The basic elements of art and principles of design govern art creation and composition • The function and purpose of art-making across cultures is a reflection of societal values and beliefs that reflect choice and personal stylistic nuance. • Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. • The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. 	
Recommended Pacing	
September	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
Proficient 1.5.12prof.Cr1a	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
Accomplished 1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced 1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2: Organizing and Developing Ideas	
Proficient 1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
Accomplished 1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Advanced 1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Proficient 1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
Accomplished 1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
Advanced 1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

Instructional Focus

Unit Enduring Understandings

Students will understand that

- The elements of art and principles of design are universal.
- The basic elements of art and principles of design govern art creation and composition
- The function and purpose of art-making across cultures is a reflection of societal values and beliefs that reflect choice and personal stylistic nuance.
- Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
- The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.

Unit Essential Questions

- What are the graphic arts? How have they evolved over time?
- Why are the graphic arts important?
- What skill sets are important to be effective in the graphic arts field?
- What is communication? How do graphic artists communicate an idea?
- What is a print and why do artists make prints?
- What is a printing studio or print shop?
- Why are the elements of art important?

Objectives

Students will know:

- Basic terminology and processes used in the graphic design stage of production.
- That the basic elements of visual design includes color, line, shapes, texture, composition, typography, etc.
- How the design of image/s, text, use of color (ink), and paper work together for a complete product.
- How other artists and designers have successfully used design elements in art.
- That design has changed over time and different uses of color and typography are often associated with certain time periods.
- The tools were used to create images before the computer became a design tool.
- About basic copyright issues.

Students will be able to:

- Use skills that lead them to success in various areas of graphic design.
- Properly use terminology of art, design, and communication.
- Understand and interoperate how graphic designers utilize the design process.
- Practice developing through the use of thumbnail sketches.
- Explain the critical components of a design portfolio.
- Identify and describe the difference between print communications and other communications media.
- Identify equipment in the printmaking studio.
- Demonstrate when safety glasses and shop coats need to be worn.
- Safely use and dispose of hazardous materials and chemicals.

Resources

Classroom technology
Material Resources

Assessment Suggestions:

Discussions

Project Rubric

Objective/Performance Tests

Performance/Participation

UNIT 2: Principles of Design

Summary and Rationale	
<p>Students will Understand:</p> <ul style="list-style-type: none"> • Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. • The elements of art and principles of design are universal. • Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory. • Stimuli for the creation of artworks can come from many places, including other arts disciplines. • How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. • Artistic styles, trends, movements, and historical responses to various genres of art evolve over time. • Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. • The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown. 	
Recommended Pacing	
September	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
Proficient 1.5.12prof.Cr1a	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
Accomplished 1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced 1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
Proficient 1.5.12prof.Pr4a	Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
Accomplished 1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced 1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Proficient 1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
Accomplished 1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
Advanced 1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. The elements of art and principles of design are universal. Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory. Stimuli for the creation of artworks can come from many places, including other arts disciplines. How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. Artistic styles, trends, movements, and historical responses to various genres of art evolve over time. Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. 	
Unit Essential Questions	
<ul style="list-style-type: none"> Is art a form of communication? How do the connections between the elements and principles build art? Why are the principles of design necessary in helping one recognize common characteristics among artists? Do the principles of design promote cultural awareness? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> The elements of art and describe commonalities between the elements. The significance and process of creating thumbnail sketches to facilitate the creative process. <p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the primary principles of design (unity, variety, hierarchy, proportion). Identify the support principles of design (scale, balance, rhyme, repetition, and proximity). Consider each element and principle of art independently before making design choices. Make design choices that will enhance the aesthetics, meaning, and quality of artwork. Utilize artwork as a mode of graphic communication between classmates. 	
Resources	
<p>Classroom technology</p> <p>Material Resources</p>	

Assessment Suggestions:

Discussions

Project Rubric

Performance/Participation

UNIT 3: Design and Layout

Summary and Rationale	
<p>Students will understand:</p> <ul style="list-style-type: none"> • Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. • Stimuli for the creation of artworks can come from many places, including other arts disciplines. • Technological changes have and will continue to substantially influence the development and nature of the arts. • Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies. • Art and art-making reflect and affect the role of technology in a global society. • Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. 	
Recommended Pacing	
October	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
Proficient 1.5.12prof.Cr1a	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
Accomplished 1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced 1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2: Organizing and Developing Ideas	
Proficient 1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
Accomplished 1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Advanced 1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
Proficient 1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished 1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced 1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Proficient 1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
Accomplished 1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
Advanced 1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

Instructional Focus

Unit Enduring Understandings

- Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
- Stimuli for the creation of artworks can come from many places, including other arts disciplines.
- Technological changes have and will continue to substantially influence the development and nature of the arts.
- Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
- Art and art-making reflect and affect the role of technology in a global society.
- Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

Unit Essential Questions

- What is graphic design and why is it important?
- What is a layout artist?
- How does the overall design and layout impact the effectiveness of the completed work?
- What are the elements of a “Good” design or lay out?
- What are the physical dimensions of the project?
- How do you develop a theme?

Objectives

Students will know:

- Basic terminology and processes used in the graphic design stage of production.
- How the design of image/s, text, use of color (ink), and substrates work together for a complete product.
- That design has changed over time and different uses of color and typography are often associated with certain time periods.
- How to identify the focal point of design and the secondary elements used in the layout.

Students will be able to:

- Explain the basic elements of effective layout composition.
- Explain the factors that need to be considered when developing a layout.
- How to demonstrate basic visual design principles regarding line and shape, composition, value, intensity in a layout.
- Construct a comprehensive layout based on given specification.
- Incorporate illustrations into designs.
- Demonstrate basic visual design principles regarding line and shape, composition, value, intensity in a layout.

Resources

Classroom technology
Material Resources

Assessment Suggestions:

Project Rubric
Discussions
Critique

UNIT 4: Measurements

Summary and Rationale	
Students will Understand: <ul style="list-style-type: none"> • Measure lengths indirectly and by iterating length units. • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Represent and interpret data. • Measurement describes the attributes of objects and events. 	
Recommended Pacing	
November	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
Proficient 1.5.12prof.Cr1a	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
Accomplished 1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced 1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2: Organizing and Developing Ideas	
Proficient 1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
Accomplished 1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Advanced 1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Measure lengths indirectly and by iterating length units. • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Represent and interpret data. • Measurement describes the attributes of objects and events. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Why do I measure? • Why do I need standardized units of measurement? • Why are measurements important in the graphic arts and the printing industry? 	

Objectives

Students will know:

- How to identify and use paper measurements.
- How to resize and align specific design components.
- Ruler measurements to an 8th of an inch.

Students will be able to:

- Differentiate between the US Conventional and SI Metric systems of measurement.
- Recognize the principles and technologies associated with combining text and graphics.
- Demonstrate ruler proficiency by creating various ruled out layout guides.
- Distinguish between various paper sizes and weights used in the graphic arts industry.
- Demonstrate the correct selection of paper stock for various school printing assignments.
- Use a proportional scale to calculate percentages for use in photographic reproduction.
- Create a ruled out page layout in a desktop publishing software program.

Resources

Classroom technology

Material Resources

Assessment Suggestions:

Project Rubric

Participation

Discussions

UNIT 5: Typography

Summary and Rationale	
<p>Students will Know:</p> <ul style="list-style-type: none"> Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. The elements of art and principles of design are universal. Characteristic approaches to content, form, style, and design define art genres. Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement. The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. Art and art-making reflect and affect the role of technology in a global society. 	
Recommended Pacing	
December	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
Proficient 1.5.12prof.Cr1a	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
Accomplished 1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced 1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2: Organizing and Developing Ideas	
Proficient 1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
Accomplished 1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Advanced 1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
Proficient 1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished 1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced 1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Proficient 1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
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Accomplished 1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
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Advanced 1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
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Instructional Focus

Unit Enduring Understandings

- Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
- The elements of art and principles of design are universal.
- Characteristic approaches to content, form, style, and design define art genres.
- Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
- The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.
- Art and art-making reflect and affect the role of technology in a global society.

Unit Essential Questions

- How do different typestyles influence the effectiveness of the design?
- How does type affect the “mood” of the design?
- How does Typography depict world culture?
- Why does technology have an effect on all visual media?

Objectives

Students will know:

- That different font families evoke different tones and moods.
- That typography is used to create different relationships between/among different types of information.
- That left-aligned text is the most readable text.

Students will be able to:

- Describe the development of type styles.
- Identify the basic terms used to describe type.
- List seven typeface classifications.
- Identify the common type sizes and units used in typography.
- List and explain the factors that contribute to the legibility of type.
- Measure type sizes leading using a type gauge and line gauge.
- Choose the appropriate fonts, type sizes, leading, type alignment, and kerning in the page layout software.

Resources

Classroom technology, Material Resources

Assessment Suggestions:

Project Rubric, Performance/Participation, Test/Quiz

UNIT 6: *Introduction to Printing Methods*

Summary and Rationale	
<p>Students will Understand:</p> <ul style="list-style-type: none"> • Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. • The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures. • Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship. • Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. • Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art making. • Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. 	
Recommended Pacing	
January	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
Proficient 1.5.12prof.Cr1a	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
Accomplished 1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced 1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 2: Organizing and Developing Ideas	
Proficient 1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
Accomplished 1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Advanced 1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
Proficient	Analyze, select and curate artifacts and/or artworks for presentation and preservation

1.5.12prof.Pr4a	
Accomplished 1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced 1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Proficient 1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
Accomplished 1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
Advanced 1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures. Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship. Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art making. Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What are some of the printing techniques and when are they used? Why should an artist print rather than paint? Is there a difference between Fine and Commercial printing? What is digital printing? Which artists use printmaking as a medium? How does color work in printing? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> Four major groups of printing – relief, screen (or serigraphy) offset (planography), engraving. 	

- Each of the printing media displays different qualities.
- There is a difference between Commercial and Desktop Printing.
- Fine Art Prints are made for art and appreciation and have a smaller distribution.
- Commercial prints are made for mass media and have a larger distribution.
- Many artists who are famous for painting have also made prints – examples are Rembrandt, Goya, Toulouse-Lautrec, Picasso, Johns, Hockney.

Students will be able to:

- Describe the techniques used in at least two print methods.
- Use design vocabulary to describe different prints.

Resources

Classroom technology
Material Resources

Assessment Suggestions:

Project Rubric
Participation/performance
Discussions

UNIT 7: Introduction to Screen Printing

Summary and Rationale	
<p>Students will Understand:</p> <ul style="list-style-type: none"> • Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. • Stimuli for the creation of artworks can come from many places, including other arts disciplines. • Tracing the histories of dance, music, theater, and visual art in world cultures provides insight into the lives of people and their values. • The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. • There are many types of aesthetic arrangements for the exhibition of art, Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills. • Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality. 	
Recommended Pacing	
February	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
Proficient 1.5.12prof.Cr1a	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
Accomplished 1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced 1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
Proficient 1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished 1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced 1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 6: Conveying Meaning Through Art	
Proficient 1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished 1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of

1.5.12adv.Pr6a	social, cultural and/or political experiences
Anchor Standard 7: Perceiving and Analyzing Products	
Proficient 1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished 1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Advanced 1.5.12adv.Pr6a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. • Stimuli for the creation of artworks can come from many places, including other arts disciplines. • Tracing the histories of dance, music, theater, and visual art in world cultures provides insight into the lives of people and their values. • The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. • There are many types of aesthetic arrangements for the exhibition of art, Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills. • Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the applications of screen printing? • What are the industry techniques for screen printing? • How do the principles of design impact the screen printing process? • What are some of the computer graphic programs that designers use? • What are some of the tools used to create a design for a screen print? • What is the result of screen printing? What does a screen printed image look like? • Why and when should this method be used? • What kinds of paper and inks are used for screen printing? Can we print on things other than paper? • What kind of press is used for screen printing and how does it work? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The steps in screen-printing production process, the equipment necessary, and the importance of both. • Proper techniques to produce a quality product through all steps of screen printing. • Students will be able to differentiate the steps and procedures necessary in producing one-color and two-color. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the various applications of screen printing. • Select and prepare screen frames as support devices. • Cut and prepare stencils by hand. • Prepare photographic stencils. 	

- Indicate the uses for each type of screen printing.
- Apply the principles of graphic design to the screen printing process.
- Use computer tools for scanning, drawing, and typography.
- Identify some artists and designers who use this technique.
- Clean up their workspace efficiently.

Resources

Classroom technology
Material Resources

Assessment Suggestions:

Project Rubric
Participation/performance
Quiz/Test

UNIT 8: Poster Design – Multi Color Screen Print

Summary and Rationale	
<p>Students will Understand:</p> <ul style="list-style-type: none"> • Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. • Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. • Technological changes have and will continue to substantially influence the development and nature of the arts. • Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art making. • The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques. • Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. 	
Recommended Pacing	
March	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
Proficient 1.5.12prof.Cr1a	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design
Accomplished 1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced 1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 6: Conveying Meaning Through Art	
Proficient 1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished 1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced 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
Anchor Standard 7: Perceiving and Analyzing Products	
Proficient 1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.

Accomplished 1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Advanced 1.5.12adv.Pr6a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Instructional Focus

Unit Enduring Understandings

- Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
- Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
- Technological changes have and will continue to substantially influence the development and nature of the arts.
- Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art making.
- The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.
- Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

Unit Essential Questions

- What is a symbol?
- How can visual symbols support a written idea?
- Does everyone understand the same symbols?
- What is the purpose of a poster?
- Why and how does a poster get my attention?
- How does the poster reflect political and social statements?
- How can we print posters?
- Are posters art?

Objectives

Students will know:

- The History of posters.
- The purpose of posters
- The impact of posters on society.
- How to design posters.
- That design elements such as shape, color, direction, tension, as well as representations of actual objects can be symbolic.
- That text and image must work together to truly communicate in a poster design.
- That visual artists like Keith Haring often participate in social and political activism through their artwork.
- The difference between a positive and negative image.

Students will be able to:

- Utilize advanced design skills.
- Create several poster variations

- Ability to use the principles of good design for poster concepts.
- Ability to use communication skills for both visual and verbal communication.
- Combine text and image to create a unified design.
- Select or create a symbol that reflects the essence of an idea.
- Print posters using multiple colors in screen printing.

Resources

Classroom technology
Material Resources

Assessment Suggestions:

Project Rubric
Performance/Participation
Critique

UNIT 9: Offset Printing: Business Stationary

Summary and Rationale	
<p>Students will Understand:</p> <ul style="list-style-type: none"> • Stimuli for the creation of artworks can come from many places, including other arts disciplines. • The elements of art and principles of design are universal. • Each art medium has its own materials, processes, skills, and technical application methods. • Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings. • Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. • Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). 	
Recommended Pacing	
April	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
Proficient 1.5.12prof.Cr1a	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Accomplished 1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced 1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
Proficient 1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
Accomplished 1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
Advanced 1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
Anchor Standard 6: Conveying Meaning Through Art	
Proficient 1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished 1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced 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

Anchor Standard 7: Perceiving and Analyzing Products	
Proficient 1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished 1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Advanced 1.5.12adv.Pr6a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Stimuli for the creation of artworks can come from many places, including other arts disciplines. • The elements of art and principles of design are universal. • Each art medium has its own materials, processes, skills, and technical application methods. • Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings. • Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. • Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How are printed business communications designed and created? • What is a logo? • How does a logo define a product or company? • What are some of the tools used to create a design for print? • What is the result of offset printing? What does an offset printed image look like? • Why and when should offset be used? • Does the design work with the medium? Have I created a unified product with the design, paper, ink, and print process? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The scientific basis of lithographic printing (water vs. oil) • Parts of the press and how the press works. • The types of paper and inks are used for offset printing. • Pre-press procedures • Press run procedures • Press clean up procedures • Post press procedures • That letterhead and business cards are important products of business communications. • That logos and branding help identify a company or product worldwide. • The difference between the various types of computer software tools used in graphics, such as layout, vector, raster. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify what a logo is. • Describe features of good logo design. 	

- Create a logo that uses design elements which reflect their personal style.
- Use design elements such as line, shape, and composition to create a logo and designs for letterhead and business cards.
- Use Adobe illustrator to create their logo design.
- Prepare plates for the printing process and implications of not etching plate thoroughly or scratching the plate.
- Identify when there is too much ink on the press.
- Knowledge of where to position the multiple plates that are going to be used.
- Understand the operation of an offset press and how to trouble shoot press problems.
- Know what the various tools are in the post press stages.
- Set up press.
- Run Press
- Clean Press

Resources

Classroom technology

Material Resources

Assessment Suggestions:

Project Rubric

Performance/Participation

Critique

UNIT 10: Memo Pads: Offset Finishing Techniques

Summary and Rationale	
<p>Students will Understand:</p> <ul style="list-style-type: none"> • Recognizing the elements of art and principles of design in artworks or known and emerging artists, as well as peers, is an initial step toward visual literacy. • Cultural and historical events impact art-making as well as how audiences respond to works of art. • Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. • Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums are components of art making. • Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist. 	
Recommended Pacing	
May	
State Standards	
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
Proficient 1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
Accomplished 1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Advanced 1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design. Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Proficient 1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
Accomplished 1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
Advanced 1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society
Instructional Focus	
Unit Enduring Understandings	

- Recognizing the elements of art and principles of design in artworks or known and emerging artists, as well as peers, is an initial step toward visual literacy.
- Cultural and historical events impact art-making as well as how audiences respond to works of art.
- Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
- Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums are components of art making.
- Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.

Unit Essential Questions

- What is Optical (or Op) art?
- Is it Art or Design or both?
- Why is it considered important in 20th Century art?
- What is an optical illusion?
- How have advertisers used optical illusion?
- How can we use Op Art designs in printed materials?
- What are some of the final steps in the printing process?

Objectives

Students will know:

- That Op Art concentrates on the illusion of movement.
- That Op Art is usually geometric and nonobjective.
- That optical illusions are caused by activities in the retina of the eye
- That precision and repetition of a pattern is necessary to create Op Art.

Students will be able to:

- Describe the difference between pop Art and Op Art.
- Use graphic software, Adobe Illustrator or Photoshop, to create an Op Art Design
- Apply the design to a 4" x 5" memo pad for offset printing.
- Use tint screens to create a muted or watermark image for a background.
- Use padding glue to bind the memo pad.

Resources

Classroom technology
Material Resources

Assessment Suggestions:

Project Rubric
Performance/Participation

UNIT 11: Careers in the Printing Field

Summary and Rationale	
<p>Students will Understand:</p> <ul style="list-style-type: none"> • Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. • The function and purpose of art making across cultures is a reflection of societal values and beliefs. • Technological changes have and will continue to substantially influence the development and nature of the arts. • Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. • Art and art-making reflect and affect the role of technology in a global society. 	
Recommended Pacing	
June	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
Proficient 1.5.12prof.Cr1a	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Accomplished 1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Advanced 1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Anchor Standard 6: Conveying Meaning Through Art	
Proficient 1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
Accomplished 1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
Advanced 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
Anchor Standard 7: Perceiving and Analyzing Products	
Proficient 1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
Accomplished 1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
Advanced 1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
Advanced 1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

Instructional Focus

Unit Enduring Understandings

- Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
- The function and purpose of art making across cultures is a reflection of societal values and beliefs.
- Technological changes have and will continue to substantially influence the development and nature of the arts.
- Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.
- Art and art-making reflect and affect the role of technology in a global society.

Unit Essential Questions

- What is a good career in print?
- What kind of education can I get for this future career?
- How is the print industry changing?
- How can I stay current in the industry?
- Why do we still communicate in print?
- Why is a professional portfolio for an artist so important in his or her career?

Objectives

Students will know:

- The career opportunities are available in graphic arts and commercial and fine art printing.
- Printing is an art and a craft – there are many uses for specialty printing.
- Print organizations, web sites, online course and users groups are ways to stay current in the industry.
- A list of characteristics and content of a good portfolio for college or employment.

Students will be able to:

- Describe the transition from print to digital communications.
- List careers in the Graphic Arts Profession.
- Describe education paths.

Resources

Classroom technology
Material Resources

Assessment Suggestions:

Discussions
Performance/Participation