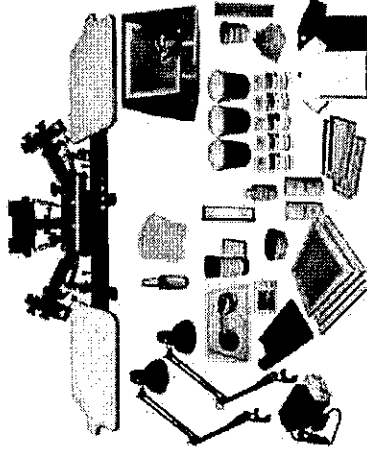


Secaucus
Board of
Education

Printmaking
(Graphic Silk Screening)

Course Code: 8224

Fine Arts



Born on December 2016

Aligned to the NJSL - Fine and Performing Arts (2014), ELA (2016), Technology (2014), and 21st Century Life and Career (2014)

Adopted by the Secaucus Board of Education on December 15, 2016

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

'Printmaking' is an industrial program that generally prepares individuals to apply technical knowledge and skills to plan, prepare, and execute commercial and industrial visual image and print products using mechanical, electronic, and digital graphic and printing equipment.

Art students will be able to reproduce individual art work. Student knowledge of design and color is developed through making and preparing screens. Original designs will be printed on cloth, paper or glass. Selected pieces from the all art classes will be produced in booklet form.

Interdisciplinary Connections

NJSLS – Technology:

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

NJSLS – Mathematics:

- G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
- G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

NJSLS – ELA:

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

21st Century Life and Career:

Career Ready Practices

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. The career ready practices directly related to this ‘Silk Screening’ course are:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

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| <p>Unit:</p> | <p>1. Introduction to Printmaking and Safety Orientation</p> | |
| <p>Timing:</p> | <p>8 Weeks</p> | |
| <p>Standards:</p> | <p>NJSLS - Visual and Performing Arts (2014): 1.1.12.D.1, 1.1.8.D.2, 1.2.12.A.2, 1.4.12.A.4</p> | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is 'Silk Screening' and what does it entail? • What is the proper way to use the chemicals and equipment for printmaking safely? • What is the proper way to 'clean-up' the messes made by printmaking projects? • How do underlying structures unconsciously guide the creation of art works? • Does art have boundaries? | <p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • List the steps in producing a screen and observe the instructor performing these steps • Create a simple screen using the knowledge acquired over the course of the unit. • Clean-up their project remains using proper technique • Discuss the safety concerns in a printmaking course • Discuss how art works are created and what encompasses a great piece of artwork. | <p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Students will discuss what the process of 'Silk Screening' entails by proceeding through the steps • By the conclusion of the unit, students will produce a simple screen by closely following the instructions of the teacher • The instructor will review proper safety procedures regarding the processes used in this class, focusing on: <ul style="list-style-type: none"> ○ Chemicals (reading labels and taking precautions) ○ Spot guns ○ Fume hood function • Students will be able to discuss what guides the creation of art works through |

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| | | <p>guided discussion with the instructor</p> <ul style="list-style-type: none"> • Students will practice the proper 'clean-up' techniques for this class |
| <p>Assessments:</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Identification/use of supplies • Identification/use of equipment • Open-ended questions • Worksheets • Self-evaluation forms • Peer evaluations • Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Computer Adaptive Tests/Quizzes • Performance Tasks • Final exam | <p>Materials:</p> <ul style="list-style-type: none"> • Printmaking supplies <ul style="list-style-type: none"> ◦ Ink ◦ Screens ◦ Squeegees ◦ Spray adhesives ◦ Aluminum frames ◦ Color charts • Chromebooks for research | <p>Resources:</p> <ul style="list-style-type: none"> • Unit Presentation • YouTube Videos • Assessment/Evaluation sheets • Finished 'silk screening' product |

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| <p>Unit:</p> | <p>2. Frames and Screen Preparation and Cultural Influence</p> | |
| <p>Timing:</p> | <p>4 Weeks</p> | |
| <p>Standards:</p> | <p>NJSLS - Visual and Performing Arts (2014): 1.1.12.D.1, 1.1.8.D.2, 1.2.12.A.2, 1.4.12.A.4</p> | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What elements should be considered when selecting screen mesh count? • When loading screens onto a press, what considerations should be taken to determine screen order? • What would the results look like if the screen was improperly stretched? • How does culture and climate affect the job output of individual print projects? | <p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Run through the process of proper Frame and screen preparation: <ul style="list-style-type: none"> o Choose appropriate frame sizes for the job they are attempting o Choose appropriate mesh thread count and color for the job o Attach fabric on fixed and/or re-tensionable systems such as Hix Reten and Newman Roller Frames o Make adjustments to correct for fabric extension o Measure fabric tension with a tension meter o Abrade and degrease the screen o Dry the screen using appropriate screen drying methods | <p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • With the help of the instructor, students will be able to properly prepare a screen for a printmaking job. • The instructor will discuss how to properly fit the different frame sizes, mesh counts, and colors used for particular projects. • Class demonstrations will focus on specific processes of frame and screen preparation. • Class discussions will focus on individual decisions on course projects and the influence of those decisions, from a cultural perspective. |

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| | <ul style="list-style-type: none"> o Choose and apply the appropriate type of emulsion for the job • Discuss the impacts that culture and background of students impact the project that is being made. | |
| <p>Assessments:</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Identification/use of supplies • Identification/use of equipment • Open-ended questions • Worksheets • Self-evaluation forms • Peer evaluations • Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Computer Adaptive Tests/Quizzes • Performance Tasks • Final exam | <p>Materials:</p> <ul style="list-style-type: none"> • Printmaking supplies <ul style="list-style-type: none"> o Ink o Screens o Emulsion o Squeegees o Spray adhesives o Aluminum frames o Color charts • Chromebooks for research | <p>Resources:</p> <ul style="list-style-type: none"> • Unit Presentation • YouTube Videos • Assessment/Evaluation sheets • Finished 'silk screening' product |

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| <p>Unit:</p> | <p>3. Stencil Systems and Art Culture</p> | |
| <p>Timing:</p> | <p>2 Weeks</p> | |
| <p>Standards:</p> | <p>NJSLS - Visual and Performing Arts (2014): 1.1.12.D.1, 1.1.8.D.2, 1.2.12.A.2, 1.4.12.A.4</p> | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What information should be included on a 'job ticket'? ● What are some examples of designs from different countries and cultures? ● What is old and what is new in any work of art? | <p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Generate a 'job ticket' to specify details of a printmaking job ● Utilize 'stencil systems' to create a unique printmaking application: <ul style="list-style-type: none"> ○ Create color separations and consider color trapping a white block, if necessary ○ Output film or vellum separations to include registration marks, color information and quality control targets ○ Align positives on screen using correct placement and orientation ○ Determine correct screen exposure based on emulsion, screen type, positive material, and toner density | <p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> ● Students will discuss the differences in printmaking across the globe, taking into account the specific cultures present in their own class ● The instructor will do a 'walk-through' of a stencil system to show the students proper technique ● The class will produce group projects depicting the objectives of the unit. |

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| | <ul style="list-style-type: none"> o Wash out image area of stencil o Evaluate stencil quality and identify if screen is under or over exposed. • Discuss cultural differences of stencil designs around the world. | |
| <p>Assessments:</p> | <p>Materials:</p> | <p>Resources:</p> |
| <p>Formative Assessments</p> <ul style="list-style-type: none"> • Identification/use of supplies • Identification/use of equipment • Open-ended questions • Worksheets • Self-evaluation forms • Peer evaluations • Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Computer Adaptive Tests/Quizzes • Performance Tasks • Final exam | <ul style="list-style-type: none"> • Printmaking supplies <ul style="list-style-type: none"> o Ink o Screens o Squeegees o Spray adhesives o Emulsion o Aluminum frames o Color charts • Chromebooks for research | <ul style="list-style-type: none"> • Unit Presentation • YouTube Videos • Assessment/Evaluation sheets • Finished 'silk screening' product |

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| Unit: | 4. Print Production and Quality Control | |
| Timing: | 18 Weeks | |
| Standards: | NJSLA - Visual and Performing Arts (2014): 1.1.12.D.1, 1.1.8.D.2, 1.2.12.A.2, 1.4.12.A.4 | |
| Essential Questions: | Objectives: | Activities, Investigation, and Student Experiences: |
| <ul style="list-style-type: none"> How can I create a unique, culturally diverse, product based on the proper steps of printmaking/silk screening? | <p>Students will be able to:</p> <ul style="list-style-type: none"> Discuss the basics of print production: <ul style="list-style-type: none"> Identify different types of screen printing presses Load screen into printing press in proper order determined by ink color Select appropriate squeegee for the job Choose appropriate ink for the job Conform and prepare ink and apply to screen Align screen for proper registration Load and align substrate on printing press Operate press and verify quality | <ul style="list-style-type: none"> The instructor will do a 'walk-through' of a stencil system to show the students proper technique The class will produce group projects depicting the objectives of the unit. Students will discuss the differences in printmaking across the globe, taking into account the specific cultures present in their own class |

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| | <ul style="list-style-type: none"> ○ Check and make adjustments as needed. ● Discuss the basics of ‘quality control’ of the various projects: <ul style="list-style-type: none"> ○ Demonstrate the ‘block out’ process ○ Determine if ink is cured ○ Identify the process to remove finger ink if needed ○ Verify correct image, print density/clarity, and registration ● Create a number of projects based on the previous work done in class | |
| <p>Assessments:</p> | <p>Materials:</p> | <p>Resources:</p> |
| <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Identification/use of supplies ● Identification/use of equipment ● Open-ended questions ● Worksheets ● Self-evaluation forms ● Peer evaluations ● Notebooks/Folders <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Projects ● Computer Adaptive Tests/Quizzes ● Performance Tasks ● Final exam | <ul style="list-style-type: none"> ● Printmaking supplies <ul style="list-style-type: none"> ○ Ink ○ Screens ○ Squeegees ○ Spray adhesives ○ Emulsion ○ Aluminum frames ○ Color charts ● Chromebooks for research | <ul style="list-style-type: none"> ● Unit Presentation ● YouTube Videos ● Assessment/Evaluation sheets ● Finished ‘silk screening’ product |

