

Printer's Paradise

Visual Arts

Grades 1 & 2

Elective Overview: Students will be introduced to the wonderful world of printmaking by exploring various printing techniques such as stamping, mono printing, foam printing, collagraphy and texture rubbings. Students will also learn about the origins of printmaking, proper use of materials and tools, and how to create an interesting composition. Printer's Paradise offers a world of learning within a fun and creative environment!

Revised: July 2019

Approved by the Montclair Board of Education: August 2019



Montclair Public School Elective Overview

Instructional Plan

Course: Printer’s Paradise

Marking Period or Trimester: one trimester

Pacing: 8 weeks

NJSLS

Anchor Standard

Strand 1: Creative Process 1.1- 1.1.2.D.1, 1.1.2.D.2

Strand 2: History of Arts and Culture 1.2- 1.2.2.A.1

Strand 3: Performing 1.3- 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4

Strand 4: Aesthetic Responses & Critique Methodologies 1.4- 1.4.2.A.2, 1.4.2.A.3, 1.4.2.B.1, 1.4.2.B.2

Framing the Learning

Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Week One	Print making principles and elements.	When I look at all forms of visual art can I see how the elements and principles have been applied?	Understanding the elements and principles of design provide the tools for visual expression.

Weeks two and three	Print making principles and elements focus on mono printing.	How do the elements and principles help create a meaningful piece of art?	Through visual creation I can express myself.
Week four	Print making principles and elements focus on collagraph printing.	How do the elements and principles help create a meaningful piece of art?	Through visual creation I can express myself.
Weeks five six and seven	Print making principles and elements focus on Styrofoam printing.	How do the elements and principles help create a meaningful piece of art?	Through visual creation I can express myself.
Week eight	Print making principles and elements focus on final product and signature.	How do I use the elements and principles of design to create effective art works?	Understanding the elements and principles of design provide the tools for visual expression.

Evidence of Learning

Students will define printmaking and then give elements and principles of each sub category- mono printing, collagraph printing , Styrofoam printing. Students will create one piece of each type of printing and complete the piece with proper signage.

Activities

Students will define and list the elements and principles of each type of printing.
 Students will create a print piece using each of the different types- mono printing, collagraph printing , Styrofoam printing.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Prioritize instruction ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading and tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student's heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ ● NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports ● NJDOE resources 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

