

Reductive Block Printing Unit 5-6

This unit will follow the Colorado State Standards in the Visual Arts. They are outlined for you below. Please read them to become familiar with what your child is learning about in the visual arts classroom.



This unit will be about creating artwork that communicates a personal interest through imagery. Students will learn specific art techniques and processes in reductive block printing including, drawing, transferring an image to a block, inking, printing, carving back into the block, final image composition, symmetry and sharpie use. Students will practice the art of block printing, plan and develop a final composition. Students will use technology as a resource to create an original piece of artwork if they find that using the resource is necessary. For example students may use an image of a horse to look at and learn how to draw a horse from. Students will not be tracing images someone else created for this project.

Visual Art Standards

Colorado State Visual Arts Standards K-12

1. Observe and Learn to Comprehend
2. Envision and Critique to Reflect
3. Invent and Discover to Create
4. Relate and Connect to Transfer

The Colorado State Standards in the Visual Arts contain the 4 standards in the table above for grades K-12. They become increasingly more detailed and advanced as students develop and grow from one grade to the next.

Standard 1 for 5-6 is about looking at artworks and understanding that they were created using a variety of mediums and techniques. Students should be able to explain these materials and techniques used while talking about a piece of artwork. They will be able to explain how a piece of artwork can communicate the human experience such as success, failure, or emotion. Students can use art vocabulary to describe, analyze and interpret works of art using the art and design principles (line, shape, color, form, texture, value, space, balance, contrast, emphasis, movement, pattern, rhythm and unity). Students can identify the differences and similarities in art across time and cultures.

Standard 2 for 5-6 is about looking at artwork, critiquing it and personally reflecting on it by describing what the piece of art is about, how it makes you feel and judging it based on a set of art criteria, such as use of a specific technique, ability to convey mood, the artist's' use of motion, how well the piece is unified, etc. (using the art and design principles from the above standard while critiquing the piece.) Students can use planning tools (books, internet, actual objects, photos) to research and develop ideas for one's artwork. Students can either identify metaphors and symbols in another's artwork or use them in their own. Students understand how art connects to other disciplines such as math, science, language arts and social studies.

Standard 3 for 5-6 is about creating artwork. Students use various materials and techniques to create quality works of art. Students can use various art supplies to communicate personal and objective points of view through their artwork. Students can create original art using technology as a resource or as a final art material. Students can apply an understanding of art processes/techniques and creative thinking to plan and create art. Artwork is planned using writing, sketches or model making.

Standard 4 for 5-6 is about transferring one's knowledge in the visual arts to other subject areas. Students can look at a piece of art and understand the intended meaning in it. They can respond to art from familiar and unfamiliar cultures using art vocabulary to describe the similarities and differences. Students understand how the visual arts impact community, cultural traditions and events. Students understand the connection between eco-art and environmental issues and what eco artists are trying to communicate through their artwork.