

Zumbi Day of Liberation: Liberation Prints

Visual expressions of individual attitudes, motivation, and independence can be communicated to a variety of audiences.

Key Concepts	Related Concepts	Global Context
Communication	Expression & Audience	Identities and relationships (attitudes, motivation, independence)

Inquiry Questions:

- What role have prints and printmakers played in historical events in the past?
- What do freedom and liberation mean?
- Do artists have a social responsibility to use their art for social change?

You: are an artist. You will produce artwork around the theme, *Liberation*. You are exploring ways in which you create a print reflecting your personal opinion or vision about freedom and liberation.

Goal: You will create a three color reduction print based on the theme of *Liberation*. Your print will be publicly exhibited in two venues outside of school.

Audience: Your peers and your teachers are your audience. Additionally, your artwork will be exhibited in two locations outside of school, The Remix Project & the NMMA.

Situation: You may or may not be familiar with key concepts and you are still a beginner printmaker. The key to this assignment is to learn or review the key concepts and artistic techniques in order to execute your final work. It is important to understand the three color reduction print process.

Product: Each student will make a three color reduction print reflecting the theme of *Liberation*. Students will review previously learned printmaking techniques and apply new skills in order to complete their summative assessment. Students will reflect on the theme, plan their sketch, and execute their artwork for summative assessment.

Standards for Success: Your work in progress and final art piece must meet the benchmarks listed.

Benchmarks:

(You will be assessed on the following 10 benchmarks)

Understand and apply media, techniques, and processes.

- 1a: I can use (a variety of medium) to create a work of art with a beginning level of mastery.
- 1b: I can create (a print) using (soft cut printmaking method).
- 1c: I can construct a piece of art that demonstrates intentional workmanship.

Choose and evaluate a range of media, symbols, and subject matter.

- 2a: I can apply appropriate symbols to effectively show meaning in a work of art.
- 2b: I can effectively show an idea (introduce myself through visual images) in a work of art.

Explore and document ideas in a sketchbook.

- 6c. I can use my sketchbook as a source of inspiration for school based and personal artwork.

Understand how the Elements and Principles contribute to the emotional qualities and/or meaning of an artwork.

- 7c: I can apply the elements of art and design in a work of art.
- 7d: I can apply the principles of art and design in a work of art.

Explore careers in the arts.

- 8b. I can manage my studio time in order to complete project deadlines.

Begin developing a portfolio demonstrating an exploration of themes and media

- 9a. I can exhibit a body of work from completed class projects.