

## Section 3: Objectives/Standards

This project is designed to enhance the Printmaking curriculum by introducing students to two master printmakers, a professional printmaking studio and gallery, possible art careers, and a new form of printmaking.

The student learning objects of this project are:

1. To meet and interact with professional artists and printmakers (Pamela Drix and Christa Wolf), and to explore possible art careers.
2. To discover and make use of a community art resource (The Ink Shop).
3. To learn the Gum Transfer printing form and processes.
4. To create, interpret, and evaluate art through use of the art elements, design principles, and the language of art criticism.
5. To make connections between the student's work and other works, as well as comparisons of personal expression.

This project addresses three of the four New York State Learning Standards for the Arts. These include:

1. **Creating, Performing and Participating in the Arts.**

Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

2. **Knowing and Using Arts Materials and Resources.**

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in the visual arts in the community and use appropriate materials. Students will be aware of vocational options available in the visual arts.

3. **Responding to and Analyzing Works of Art.**

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

## **Section 4: Methods/Strategies**

The project will be carried out in five phases:

### **1. Master Printmaker Presentation #1:**

Pamela Drix will come to South Seneca High School for two one-hour presentations, one for each of the two printmaking classes. During these presentations, she will address what it takes to be an artist and talk about her career as an artist, painter, and printmaker, that has spanned thirty years. Topics will include exhibitions, commissions, collections, publications, grants and awards, and being a guest artist and speaker. She will also talk about her most recent commission for Disney in Tokyo, Japan. This presentation will also showcase her work, including concepts and processes.

### **2. Master Printmaker Presentation #2:**

Pamela Drix will return to South Seneca High School for two one-hour presentations, one for each of the two printmaking classes. During these presentations, she will introduce the students to origin and operation of The Ink Shop, located in Ithaca, NY. She will then explain Gum Transfer printing and demonstrate techniques. She will conclude the presentation with ways to develop printmaking ideas and images, including the integration and effect of text in visual images.

### **3. Ink Shop Field Trip and Workshop:**

Printmaking students will travel to The Ink Shop in Ithaca for a three-hour hands-on workshop in Gum Transfer printing. Upon arrival, the students will tour the facilities and view the exhibition of prints in the gallery. They will be introduced to the professional tools and equipment involved with Gum Transfer printing. Each student will then have first-hand experience using the materials, tools, and equipment to produce a series of Gum Transfer prints.

### **4. Class Critique:**

Back in the classroom, during the class following the field trip and workshop, students will have the opportunity to share their prints and discuss their experiences. The prints will be critiqued for their individual expression and artistic merit. The discussion will encompass their total experience, from the initial master printmaker presentation to the creation of their individual work at the Ink Shop.

### **5. Exhibition of Prints:**

To culminate the project, Gum Transfer prints from each student will be put on display in the high school. Due to the large number of prints and limited secure exhibition space, there will be several rotating displays over the course of two months.

## **Section 5: Project Timetable**

The timing and sequence of the parts of the projects is as follows:

1. Master Printmaker Presentation #1: 1 day for 1<sup>st</sup> and 3<sup>rd</sup> blocks of Printmaking classes
2. Master Printmaker Presentation #2: 2 days (1 day for 1st block class and 1 day for 3<sup>rd</sup> block class).
3. Discussion and Planning Gum Transfer Print Images: 2 days (1 day for 1st block class and 1 day for 3<sup>rd</sup> block class).
4. Ink Shop Field Trip and Workshop: 2 days (1 day for 1<sup>st</sup> block class and 1 day for 3<sup>rd</sup> block class).
5. Class Critique: 2 days (1 day for 1<sup>st</sup> block class and 1 day for 3<sup>rd</sup> block class).

Presentation #1 will be on one day and include both Printmaking classes. The subsequent parts of the project, including Presentation #2, Discussion and Planning, Field Trip and Workshop, and Class Critique, will occur during different weeks for each class.

It is anticipated that Presentation #1 will be on January 25, 2007 for both the 1<sup>st</sup> and 3<sup>rd</sup> block Printmaking classes. Presentation #2, Discussion and Planning, Field Trip and Workshop, and Class Critique will be January 29, 31, February 2, and 6, 2007 for the 1<sup>st</sup> block class, and February 12, 14, 16, and 27 for the 3<sup>rd</sup> block class.

Please note that these dates may change due to no school on any or all of the January Regents testing days and/or potential snow days. In addition, since South Seneca High School follows an alternate day (A/C and B/D days) block schedule, this project needs to occur on B/D days for the Printmaking classes.

The project will culminate with exhibitions of the students' Gum Transfer Prints in March and April, 2007.

## Section 6: Budget

### In-School Presentations:

Master Printmaker Pamela Drix (\$25 per hour x 4 hours) \$100

### The Ink Shop Field Trip and Workshop:

Ink Shop Usage Fee (\$100 per session x 2 sessions) \$200

Master Printmaker Pamela Drix (\$25 per hour x 6 hours) \$150

Master Printmaker Christa Wolf (\$25 per hour x 6 hours) \$150

Rives BFK Printing Paper (\$3.00 per sheet x 30 sheets) \$ 90

Other Printing Supplies \$ 90

(Prorated share of Inks, Gum Arabic, Newsprint, Plexiglass,  
Vegetable Oil, Hand Soap)

School Bus Transportation (\$2.50 per mile x 30 miles x 2 trips) \$150

---

**TOTAL BUDGET**

**\$930**

## **Section 7: Evaluation**

My plans for collecting data that measure student learning throughout the project include direct observation, student journaling, class critique and discussion, and a project grading rubric.

### **1. Direct Observation:**

I will directly observe students during all phases of this project. Individual student participation and progress will be recorded during each phase of the project, and used in determining their third quarter course grades, as well as for reflecting on the overall success of the project.

### **2. Student Journaling:**

Students will be required to keep journals during the duration of this project. They will write in them after each phase of the project. Some writing will be student-directed and other writing will be teacher prompt-directed. I will collect their journals and use their writing and reflections in assessing student learning.

### **3. Class Discussion and Critique:**

Class discussion will occur after the presentations and during the Gum Transfer print concept and image development stage. This will provide a review of information, as well as an opportunity to clarify or obtain additional information. A class critique and discussion will occur during the class after the field trip and workshop. Reflection on the printmaking experience and feedback on their prints will provide data to measure student learning.

### **4. Project Grading Rubric:**

A grading rubric will be provided to each student prior to the development of their Gum Transfer print concept and image. Upon completion of their Gum Transfer prints, the rubric will be used to assess student learning through performance-based criteria.