


Duality Reduction Prints Lesson Guide

Lesson Examples	
Lesson Steps	<ol style="list-style-type: none"> 1. With a partner decide on two nouns that have duality with one another. Draw out on paper provided. 2. Tape down graphite paper to your linoleum block, then tape your worksheet image overtop that. 3. Go overtop each line in your worksheet with a pen to transfer graphite (numbers too). 4. Start by cutting out all area labeled 1 on your block. 5. Ink block with the next numbered color and pull 5 prints. 6. Cut out the next numbered space and repeat step 5&6 overtop the 5 previous prints. 7. Choose your best print and adhere it to you a larger paper with your partners.
Essential Learnings	<ul style="list-style-type: none"> • Students can connect their artwork to external inspirations. • Students can work in an engaged manner to complete artwork. • Students can communicate personal voice by making creative and individual decisions in their artwork.
What To Submit	<ol style="list-style-type: none"> 1. Photograph one good final print for each person on your chromebook. 2. Save as a .jpeg image and submit online to schoology.
Assessment	<ul style="list-style-type: none"> ◆ Idea Generation: Students can connect their artwork to a variety of inspirations. ◆ Developing Craft: Students can explore a variety of materials through the artmaking process. ◆ Productivity: Students can work in an engaged manner to complete artwork. ◆ Reflecting: Students can reflect on their own work and the work of others.

Criteria	4 Exemplary	3 Proficient	2 Developing	1 Struggling	0 Incomplete Evidence
Idea Generation Students can connect their artwork to a variety of inspirations.	Student independently or collaboratively generates their own ideas for artmaking using personal preferences or media sources.	When prompted by the teacher, student generates their own ideas for artmaking using personal preferences or media sources.	When the teacher provides specific examples, the student is able to generate their own ideas for artmaking.	When the teacher provides limited options, the student is able to generate ideas for artmaking.	Student is unable to generate their own ideas for artmaking, even with teacher guidance. They may copy others' work without making it their own.
Productivity Students can work in an engaged manner to complete artwork.	Student worked independently throughout classes with no reminders to stay on task. They took initiative to contribute to discussions.	Student worked independently throughout classes with a few reminders to stay on task. They took initiative to contribute to discussions.	Student worked independently most of the time with reminders to stay on task. They contributed to discussions when prompted by the teacher.	Student struggled to work independently, even with reminders to stay on task. They rarely contributed to discussion.	Student was off task most of the time and showed little progress in their work throughout classes. They refused to contribute to discussion or communicate with the teacher.
Reflecting Students can reflect on their own work and the work of others.	Student accepts and provides feedback in a constructive and positive manner. They evaluate artwork based on specific criteria, and provide detailed explanations to support their evaluation. They initiate reflective discussions with peers and teacher.	Student accepts and provides feedback in a constructive and positive manner. They evaluate artwork based on specific criteria. They participate in reflective discussions with peers and teacher.	Student accepts constructive feedback. They evaluate artwork but may overlook specific criteria or parts of written questions. When prompted, they participate in reflective discussions with peers and teacher.	Student does not implement constructive feedback. They evaluate artwork based on their opinion rather than specific criteria. They sometimes participate in reflective discussions with peers and teacher.	Student argues against constructive feedback. They do not thoughtfully evaluate artwork based on opinion or specific criteria. They rarely, if ever, participate in reflective discussions.
Total					

