



Abstract Printmaking Examples

Student Artist’s Mission – Use found objects to create an abstract print.

- Should be based on several found objects that contain different textures.
- Continuation of Line and Positive/Negative Space should be shown in the piece.
- Prints should be crisp with a successful color scheme and organizational structure.

Guiding Question – What objects did you find? How did you use them to create your print?

You Will Learn:

- Student will collect objects to draw that have various types of texture.
- Student will organize their found objects using principles of line and positive/negative space.
- Student will carve an original print based on their design and will use repetition to create abstract work.

Step By Step:

1. **Inspire:** How were you inspired by the objects you found? Why did you organize them the way you did?

2. **Develop (Things You Will Be Graded On):**

| | A (9-10 Points) | B (7-8 Points) | C (5-6 Points) | D (3-4 Points) | F (0-2 Points) |
|--|---|---|---|---|---|
| Craftsmanship 10 Points | Prints are highly detailed. There is great line variation and a clear balance of positive and negative space. Not rushed. | Prints are detailed. There is clear line variation and both positive and negative space is evident. | Prints could have more detail. Line variation is evident. Positive and negative space is shown. A bit rushed. | Prints need more detail. Line variation needs work. Positive and negative space is not balanced. Work is rushed. | Prints are not detailed. There is no line variation. Positive and negative space is not balanced. Work is rushed. |
| Planning and Research 10 Points | Student went above and beyond to hunt for materials to draw, along with sketching multiple ideas. | Student found good items to draw, along with documentation of ideas. | Student could have done more searching for objects, along with stronger idea generation and more sketching. | Student did not search for good objects to draw. Sketching is evident, but could be more detailed and organized. | Student did not search for good objects to draw. The planning section on the back of the project plan was not used. |
| Experimentation and Creativity 10 Points | Student exceeded expectations by working past minimum project requirements. Made the project their own. | Student stuck to the minimum requirements, but used their own style to make the project in their own way. | Student did no more than the minimum requirements and could have experimented further with materials and style. | Student met just below the minimum requirements. Little experimentation exists and work holds no personal value or style. | Student did not meet the minimum requirements of the project. No experimentation or personal style exists. |
| Writing 10 Points | Statements on project plan are thoughtful and specific. Writing is reflective and shows growth. | Statements on project plan are thoughtful. Writing is reflective. | Statements on project plan could be more specific. Writing could be more reflective and specific. | Statements on project plan are not specific. Personal reflection and growth is not discussed. | Statements on project plan serve no purpose. Writing is non-reflective and not specific. |

4. **Growth:** What did you do really well in the project? What could you have done better?

******DEADLINE:** Project and this completed project plan **Friday, May 30th.******

Object Organizing Ideas

A large, empty rectangular box with a thin black border, intended for writing notes or ideas.

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