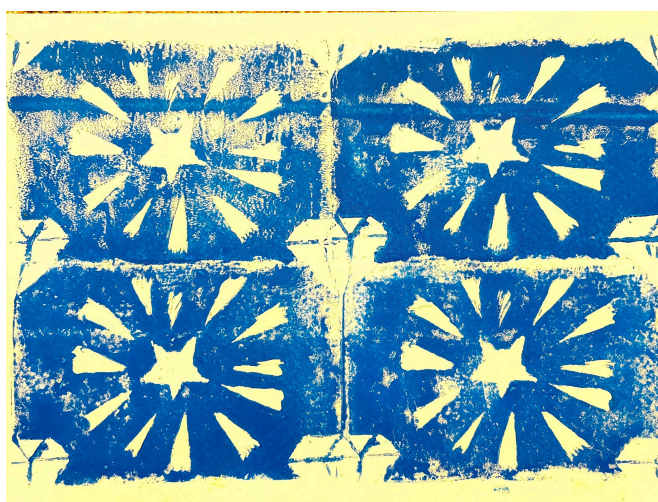


## Linocut and Printmaking- 8th Grade 2D Art



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## ASSESSMENT

### UNIT SUMMARY:

In this unit, students will explore positive and negative space through the process of relief printmaking. Students will first experiment with small stamps to understand how carving tools transform drawn shapes into printed images. They will then design and carve a linocut block that creates a seamless repeat pattern, learning how composition changes when flipped, rotated, or rearranged. Students will connect their designs to a personal interest, memory, or identity element to make the pattern meaningful.

### ESSENTIAL QUESTIONS:

- How do artists use positive and negative space to create a strong visual impact?
- What makes a pattern successful, especially when it repeats seamlessly?
- How can printmaking communicate something about who I am or what I value?  
What's your favorite animal, hobbies you like, imagery that makes you think of your grandparents house?
- How do design decisions in carving influence the final printed outcome?

### STANDARDS:

- Cr Creating 1.1: Apply methods to generate ideas for artwork.
- Cr Creating 2.1: Demonstrate an understanding of materials, tools, and techniques.
- Re Responding 7.1: Interpret how art reflects personal feelings, experiences, or interests.
- Cn Connecting 10.1: Create works that reflect personal identity, interests, or culture.

## **OBJECTIVES:**

**Students will:**

- 1. Identify and differentiate between positive and negative space.**
- 2. Create three thumbnail sketches for a small stamp exploring positive and negative space.**
- 3. Safely and effectively use linocut carving tools.**
- 4. Design a linocut block that forms a seamless repeat pattern when printed.**
- 5. Connect their design to a personal interest, story, or part of their identity.**
- 6. Produce a final repeat pattern print demonstrating craftsmanship and intentionality.**

## **I Can Statements:**

- I can identify positive and negative space in my own work and in examples.**
- I can use carving tools safely and effectively to create clear lines and shapes.**
- I can design a pattern that repeats seamlessly by using the “cut-into-four and rearrange” method.**
- I can explain how my design connects to my interests, identity, or experiences.**
- I can print multiple clean impressions and evaluate which one best represents my intention.**

## KEY VOCABULARY:

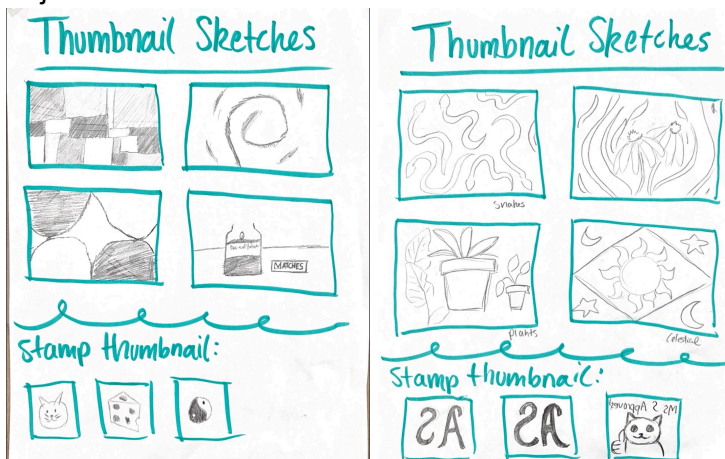
- **Positive Space:** The part of an artwork that shows the main subject or focus. In linocut, positive space is the area the artist wants to stand out in the final print—this can be either the raised areas (if they are inked) or the carved areas
- **Negative Space:** The space around, behind, or between the main subject. In linocut, negative space supports the positive space and helps define the image. It can be either the background that prints or the background that stays light
- **Linocut:** A type of printmaking where you carve a design into a piece of linoleum. Ink is rolled onto the raised areas, and the image is printed onto paper.
- **Relief Print:** A print created from a surface where the raised (uncarved) areas receive ink and transfer the image. Linocuts and woodcuts are examples of relief prints.
- **Brayer:** A roller tool used to spread ink evenly on a flat surface and then roll it onto the printing block.
- **Gouge:** A carving tool with different blade shapes (like V-tools and U-tools) used to remove linoleum and create lines, textures, and negative space.
- **Thumbnail:** A small, quick sketch that helps plan out different ideas before making a larger or final design.
- **Composition :** The way the parts of an artwork are arranged or organized on the page or block. Good composition helps the design feel balanced and intentional.
- **Seamless Repeat :** A pattern that lines up perfectly on all sides so it can be repeated over and over without showing obvious breaks or edges.
- **Motif :** A recurring image, symbol, shape, or idea used in a pattern. It is the main element that repeats.
- **Pattern :** A design created by repeating a motif or group of elements in a planned and organized way.

- **Carve** : To remove material using a gouge or tool. In printmaking, carving creates negative space that will not receive ink.
- **Mirror Image** : A reversed version of the original image—like looking at it in a mirror. Prints always appear backwards from how they were carved.

## CALENDAR

### Day: 1 - Introduction to Positive & Negative Space / Thumbnail Stamps Begin

Objectives and Activities:



- Introduce unit; show examples of linocuts emphasizing light/dark contrast.
- Short guided drawing: Students flip a drawing by switching which areas are filled vs empty.
- Discuss how carved areas = white (negative space), remaining raised areas = black (positive space).
- Show a simple **image example of thumbnail stamps** (teacher-provided reference).
- Students create **3 thumbnail sketches** for a small eraser-stamp design.
- Thumbnails must use both positive and negative space intentionally.
- Collect thumbnails for next-day carving demo.

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## Day: 2 - Carving Demonstration / Formative Eraser Stamp Carving

### Objectives and Activities:

- Demonstrate carving safety (always push away, stabilizing hand, tool storage).
- Demonstrate how to transfer a small thumbnail onto an eraser/speedy-cut block.
- Students select one thumbnail and carve their **formative stamp**.
- Students experiment with prints on scrap paper to see how their carved decisions translate.
- Reflection prompt: *"What printed differently than I expected? What did I learn about negative and positive space?"*

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## Day: 3 - Continue Formative Stamp Carving & Test Prints

### Objectives and Activities:

- Students continue carving, refining marks and practicing tool control.
- Pull test prints to see how negative/positive space translates.
- Reflection prompt: *"What surprised me about carving? How did the print differ from my sketch?"*

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## Day: 4 - Intro to Seamless Repeat Patterns

### Objectives and Activities:



- Show examples of repeating patterns in textiles, nature, and art.
- Have them make **At least** 4 thumbnail sketches of some patterns they would like to include.
- Introduce tile method: draw main motif → split into quadrants → rearrange → fill center.
- Demonstrate rearranging quadrants to ensure pattern repeats seamlessly.
- Students begin **thumbnail sketches for summative linocut**, considering personal meaning. They will spend the whole day ideating, after having a chance to use their mini stamp.

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## Day: 5 - Refining designs and embedding personal meaning.

### Objectives and Activities:

- Students finalize **pattern sketches** using the tile method.
- Teacher conferencing: discuss how imagery connects to identity, interests, memories, or emotions.
- Refine sketches for clarity, contrast, and repeatability.
- If students finish their final sketch, have them use carbon paper to transfer their sketch onto the Linoleum.

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## Day: 6 - Transfer Sketches to Linoleum. Begin Carving Starting summative prints.

### Objectives and Activities:

- Demonstrate transferring sketches to linoleum block.
- Students transfer designs.
- Discuss alignment and registration to ensure seamless printing.
- Students begin carving, focusing on consistent mark-making, positive/negative balance, and tool safety.
- The teacher checks for technique, depth, and clarity of design.

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## Day: 7 - Carving Continues

### Objectives and Activities:

- Students continue carving.
- Troubleshooting and refining carved areas.
- Test prints pulled to evaluate: edges, alignment, and pattern repeat.
- Reflect on changes needed to improve print.

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## Day: 8 - Carving Continues + starting on final prints, printing on their final paper.

### Objectives and Activities:

- Students continue carving.
- Test prints pulled to evaluate: edges, alignment, and pattern repeat.
- Reflect on changes needed to improve print.
- Students pull final prints on quality paper.
- Evaluate consistency and registration.
- Clean blocks and tools.

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## Day: 9 - FINAL PRINTING DAY

### Objectives and Activities:

LAST DAY TO PRINT! STUDENTS SHOULD BE DONE CARVING BY THIS DAY AND WORK ON TRANSFERRING IT ONTO PAPER.

- Students pull final prints on quality paper.
- Evaluate consistency and registration.
- Clean blocks and tools.

If students finish early: have them complete nametag form!

The last 10 min of class will be used to take photos of their artworks for their self assessment.

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## Day: 10 - Reflection & Critique

### Objectives and Activities:

- Have students complete nametag form
- Self assessment and written reflection questions:
- Mount artworks with nametags.

### **IF THERE IS TIME:**

- Peer critique: students share prints, discuss positive/negative space, and pattern repeat success.

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## ASSESSMENT

### **Cr Creating 1.1 & 2.1: Apply methods to generate ideas for artwork AND demonstrate an understanding of materials, tools, and techniques.**

<input type="checkbox"/> 4 Advanced	<input type="checkbox"/> 3 Proficient	<input type="checkbox"/> 2 Developing	<input type="checkbox"/> 1 Beginning
<p>I can ALWAYS:</p> <p><input checked="" type="checkbox"/> Generate multiple thoughtful ideas by completing clear thumbnail sketches that explore positive and negative space in meaningful ways.</p> <p><input type="checkbox"/> Demonstrate a strong understanding of carving tools, including how to use gouges safely, how to control line quality, and how to prepare a block for printing.</p>	<p>I can MOSTLY:</p> <p><input type="checkbox"/> Generate multiple thoughtful ideas by completing clear thumbnail sketches that explore positive and negative space in meaningful ways.</p> <p><input type="checkbox"/> Demonstrate a strong understanding of carving tools, including how to use gouges safely, how to control line quality, and how to prepare a block for</p>	<p>I can OFTEN</p> <p><input type="checkbox"/> Generate multiple thoughtful ideas by completing clear thumbnail sketches that explore positive and negative space in meaningful ways.</p> <p><input type="checkbox"/> Demonstrate a strong understanding of carving tools, including how to use gouges safely, how to control line quality, and how to prepare a block for</p>	<p>I SOMETIMES or NOT AT ALL:</p> <p><input type="checkbox"/> Generate multiple thoughtful ideas by completing clear thumbnail sketches that explore positive and negative space in meaningful ways.</p> <p><input type="checkbox"/> Demonstrate a strong understanding of carving tools, including how to use gouges safely, how to control line quality, and how to</p>

<input type="checkbox"/> Apply craftsmanship when carving, inking, and printing, paying attention to clean edges, consistent pressure, and intentional mark-making. <input type="checkbox"/> Use my formative eraser stamp to help guide improvements in my larger linocut and understand how different carved/raised areas will print. <input type="checkbox"/> Take care of the tools and workspace, cleaning brayers, inking plates, and blocks properly. <input type="checkbox"/>	printing. <input type="checkbox"/> Apply craftsmanship when carving, inking, and printing, paying attention to clean edges, consistent pressure, and intentional mark-making. <input type="checkbox"/> Use my formative eraser stamp to help guide improvements in my larger linocut and understand how different carved/raised areas will print. <input type="checkbox"/> Take care of the tools and workspace, cleaning brayers, inking plates, and blocks properly.	printing. <input type="checkbox"/> Apply craftsmanship when carving, inking, and printing, paying attention to clean edges, consistent pressure, and intentional mark-making. <input type="checkbox"/> Use my formative eraser stamp to help guide improvements in my larger linocut and understand how different carved/raised areas will print. <input type="checkbox"/> Take care of the tools and workspace, cleaning brayers, inking plates, and blocks properly.	prepare a block for printing. <input type="checkbox"/> Apply craftsmanship when carving, inking, and printing, paying attention to clean edges, consistent pressure, and intentional mark-making. <input type="checkbox"/> Use my formative eraser stamp to help guide improvements in my larger linocut and understand how different carved/raised areas will print. <input type="checkbox"/> Take care of the tools and workspace, cleaning brayers, inking plates, and blocks properly.
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***What are three things you learned about using carving tools and creating positive/negative space in your stamp or linocut? Provide specific examples of challenges or successes.***

**TYPE HERE:**

***What part of carving or printing did you find the most challenging, and what strategies helped you overcome it? Explain with evidence from your process.***

**TYPE HERE:**

***Describe how your thumbnail sketches helped you plan your final linocut. What changed, improved, or evolved? Explain with details.***

TYPE HERE:

**.003 Connecting / Content and Context: Cn Connecting 10.1:** Cultural, Social, and Historical

Awareness: Analyze how art and design and viewers' responses to them have been influenced by the times, places, traditions, and cultures.

<input type="checkbox"/> 4 Advanced	<input type="checkbox"/> 3 Proficient	<input type="checkbox"/> 2 Developing	<input type="checkbox"/> 1 Beginning
<p>I can ALWAYS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a pattern or motif that clearly reflects who I am—my identity, my interests, my culture, or something personally meaningful.</li> <li><input type="checkbox"/> Explain confidently how my choices (shapes, symbols, lines, repetition) relate to me and why I selected them.</li> <li><input type="checkbox"/> Build on past experiences (artistic or personal) to make meaningful creative decisions.</li> <li><input type="checkbox"/> Recognize how creating art helps me understand myself better as a maker and thinker.</li> </ul>	<p>I can MOSTLY:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a pattern or motif that clearly reflects who I am—my identity, my interests, my culture, or something personally meaningful.</li> <li><input type="checkbox"/> Explain confidently how my choices (shapes, symbols, lines, repetition) relate to me and why I selected them.</li> <li><input type="checkbox"/> Build on past experiences (artistic or personal) to make meaningful creative decisions.</li> <li><input type="checkbox"/> Recognize how creating art helps me understand myself better as a maker and thinker.</li> <li><input type="checkbox"/> Reflect deeply on how my artwork represents me in</li> </ul>	<p>I can OFTEN:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a pattern or motif that clearly reflects who I am—my identity, my interests, my culture, or something personally meaningful.</li> <li><input type="checkbox"/> Explain confidently how my choices (shapes, symbols, lines, repetition) relate to me and why I selected them.</li> <li><input type="checkbox"/> Build on past experiences (artistic or personal) to make meaningful creative decisions.</li> <li><input type="checkbox"/> Recognize how creating art helps me understand myself better as a maker and thinker.</li> <li><input type="checkbox"/> Reflect deeply on how my artwork represents me in</li> </ul>	<p>I SOMETIMES or NOT AT ALL:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a pattern or motif that clearly reflects who I am—my identity, my interests, my culture, or something personally meaningful.</li> <li><input type="checkbox"/> Explain confidently how my choices (shapes, symbols, lines, repetition) relate to me and why I selected them.</li> <li><input type="checkbox"/> Build on past experiences (artistic or personal) to make meaningful creative decisions.</li> <li><input type="checkbox"/> Recognize how creating art helps me understand</li> </ul>

<input type="checkbox"/> Reflect deeply on how my artwork represents me in specific and thoughtful ways.  <input type="checkbox"/>	specific and thoughtful ways.	specific and thoughtful ways.	myself better as a maker and thinker. <input type="checkbox"/> Reflect deeply on how my artwork represents me in specific and thoughtful ways.
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***How does your final linocut reflect who you are—your identity, interests, or culture? Describe at least two elements that connect to you personally.***

**TYPE HERE:**

***Why did you choose your motif? What does it represent about you? Provide evidence from your artwork and process.***

**TYPE HERE:**

***How did your experiences (in or outside of art class) influence the choices you made in your seamless repeat pattern? Explain clearly.***

**TYPE HERE:**

### **Responding / Critique / Evaluate: .002 Responding / Interpretation Re Responding 7.1:**

Create a convincing argument critiquing artwork and design utilizing established criteria, considering styles, process, media, and artistic goals.

<input type="checkbox"/> 4 Advanced	<input type="checkbox"/> 3 Proficient	<input type="checkbox"/> 2 Developing	<input type="checkbox"/> 1 Beginning
I can ALWAYS:  <input type="checkbox"/> Thoughtfully interpret my own artwork by explaining how my motif or pattern connects to my feelings, experiences, or personal interests.	I can MOSTLY:  <input type="checkbox"/> Thoughtfully interpret my own artwork by explaining how my motif or pattern connects to my feelings, experiences, or personal interests.	I can OFTEN:  <input type="checkbox"/> Thoughtfully interpret my own artwork by explaining how my motif or pattern connects to my feelings, experiences, or personal interests.	I SOMETIMES or NOT AT ALL:  <input type="checkbox"/> Thoughtfully interpret my own artwork by explaining how my motif or pattern connects to my feelings, experiences, or personal interests.

<input type="checkbox"/> Explain why I chose certain shapes, imagery, or symbols and how they communicate meaning.	<input type="checkbox"/> Explain why I chose certain shapes, imagery, or symbols and how they communicate meaning.	<input type="checkbox"/> Explain why I chose certain shapes, imagery, or symbols and how they communicate meaning.	<input type="checkbox"/> Explain why I chose certain shapes, imagery, or symbols and how they communicate meaning.
<input type="checkbox"/> Reflect honestly on challenges and successes throughout the carving and printing process and articulate how those moments shaped my final work.	<input type="checkbox"/> Reflect honestly on challenges and successes throughout the carving and printing process and articulate how those moments shaped my final work.	<input type="checkbox"/> Reflect honestly on challenges and successes throughout the carving and printing process and articulate how those moments shaped my final work.	<input type="checkbox"/> Reflect honestly on challenges and successes throughout the carving and printing process and articulate how those moments shaped my final work.
<input type="checkbox"/> Give and request feedback in ways that lead to real improvements in my designs or craftsmanship.	<input type="checkbox"/> Give and request feedback in ways that lead to real improvements in my designs or craftsmanship.	<input type="checkbox"/> Give and request feedback in ways that lead to real improvements in my designs or craftsmanship.	<input type="checkbox"/> Give and request feedback in ways that lead to real improvements in my designs or craftsmanship.
<input type="checkbox"/> Reread and respond to reflection questions with depth, personal insight, and complete sentences.	<input type="checkbox"/> Reread and respond to reflection questions with depth, personal insight, and complete sentences.	<input type="checkbox"/> Reread and respond to reflection questions with depth, personal insight, and complete sentences.	<input type="checkbox"/> Reread and respond to reflection questions with depth, personal insight, and complete sentences.
<input type="checkbox"/>			

***Explain how your motif or pattern connects to your personal feelings, memories, interests, or identity. Provide specific examples from your design.***

**TYPE HERE:**

***What is one thing you learned about yourself as an artist while creating your linocut? Explain your answer with clear evidence from your process.***

**TYPE HERE:**

*Describe a moment when you had to adjust or rethink your design while carving or printing.  
What caused the change and how did it affect your artwork?*

TYPE HERE: