

I. PRELIMINARY INFORMATION:

- A. **CLASS:** Graphic Communications
 B. **TITLE OF UNIT:** Screen Printing
 C. **TITLE OF LESSON:**.....
 D. **MLO/COMPETENCY FOCUS:** Print Production
 E. **DATE & TIME:** —
 F. **WEEK OF INSTRUCTION:** 2nd Qtr, 3rd week
 G. **INSTRUCTOR:**.....
 H. **ADDITIONAL INFORMATION:**.....

II. EXTERNAL ALIGNMENT:

(Which **external standards** are driving our objectives? State core academic standards? National core academic standards? State or national technical/clinical standards? While we may identify the organizational name and number here, we must **KNOW** the spirit of the standard, and ensure we are actually teaching and assessing the standard (and not merely listing the standard's number.)

(use this column for course evaluation / improvement suggestions)

(Standard Source)

(Specific Standard Set & Number)

MO Show-Me Stds:

The student will silkscreen a 1,2,3 color print job advised by the instructor. They will complete all necessary steps to finish the job.

III. STUDENT PERFORMANCE OBJECTIVES:

(**Objectives** must drive the content, which in turn drives the student assessment. All three must be consistent (verb levels & domains). If this is accomplished, the curriculum is said to possess Internal Alignment.)

(**OBJECTIVES** → content → assessment = Internal Curriculum Alignment)

Psychomotor:

(what do we want the students to "do"....how/where, what, how well?)

The student will silkscreen a t-shirt using the following steps. Each will be checked.

1. Load a screen onto a flatbet printing press in proper order determined by ink color.
2. Select appropriate squeegee for the job.
3. Choose appropriate type of ink for the job.
4. Confirm ink color to job specs.
5. Prepare ink and apply to screen.
6. Align screen(s) for proper registration.
7. Set appropriate off contact to control image quality.
8. Load and align substrate on printing press.
9. Apply correct squeegee pressure and angle to flood and print strokes
10. Operate printing press and verify printing quality.
11. Check color register and make adjustments as needed.
12. Complete production run according to job specs.
13. Dry or cure printed substrate using appropriate equipment. Identify when flash cure is needed.

Cognitive:

(what do we want our students to "know"....how/where, what, how well?)

The student needs to know and identify different types of screen printing presses. and understand there application.

The student needs to understand problems when silkscreening and know how to solve them when silkscreening with a flatbe press . Voacabulary is very important. See/Learn list (vocabulary sheet)

Affective:

(how do we want the students to "feel and appreciate"....how/where, how measured?)

The student must appreciate the end result and quality of a completed screen job.

The student will organize or package finished product according to job specs.

IV. TEACHING METHODS AND TECHNIQUES:

(Category)

(Specifics)

Education Field Trip

Prior to beginning screenprinting go visit alocal silkscreen shop

Demonstration

Demonstrate the silkscreen process

Peer/Group Interaction

Follow-up the demonstration with two student teams to print a shirt

Other:

V. RESOURCES REQUIRED:

(Category)

(Specifics)

Handouts

Work order See Sample, Vocabulary list

Text Book

Graphic Communications, Chapter 20,
www.pneac.org

Outside Referernces

Ryont Blue Binder, Ryont DVD's Presentation

Other:

VI. INTRODUCTION:

(GRAB their attention by tying to previous lessons, occupational experiences, "stories,"

etc...)

VII. CONTENT:

(objectives → **CONTENT** → assessment = Internal Curriculum Alignment)

(the "heart" of one's presentation...use an outline if that may keep us from reading to the students. The outline should provide enough information to lead the delivery)

The student will complete the following steps to complete a screen job.

1. Loading a screen onto press in proper order determined by ink color.
2. Select appropriate squeegee for the job.
3. Choose appropriate type of ink for the job.
4. Confirm ink color to job specs. (see job ticket)
5. Prepare ink viscosity and apply to screen.
6. Align screen(s) for proper registration.
7. Set/check appropriate off contact to control image quality.
8. Load and align substrate on printing press. Use spray mist (tacky)
9. Apply correct squeegee pressure and angle to flood and print strokes
10. Operate printing press and verify printing quality.
11. Check color register and make adjustments as needed.
12. Complete production run according to job specs.
13. Dry or cure printed substrate using appropriate equipment. Identify when flash cure is needed.
14. Organize or package finished product according to job specs.

VIII. SUMMARY:

(summarize major points, as well as tie to future lessons...)

IX. STUDENT PERFORMANCE ASSESSMENTS:

(objectives → content → **ASSESSMENT** = Internal Curriculum Alignment):

Psychomotor:

(assess our students' "doing" ability as they'll be "assessed" in the workplace...real world...based on Student Objectives)

Students will be evaluated on completing a screened t-shirt. See assessment sign off.

Cognitive:

(assess our students' "knowing" ability as they'll be "assessed" in the

workplace...real world...based on Student Objectives)

Writing complete sentences students will complete (See study guide and (test 1)

Affective:

X. ASSIGNMENTS *(reinforce major lesson components):*

Group Activities: Evaluated individually by the instructor

(select)

XI. RELEVANCE TO FUTURE LESSONS:

(tie to future lessons, courses, levels, etc.)

The first shirt may be a 1 color t-shirt the 2nd may be a 2 or 3 color t-shirt
the objectives apply to all job applications.

XII. LESSON/COURSE EVALUATION:

(Which part of this lesson worked? What didn't? How can we improve this lesson, unit,
course? Make notes now to initiate the course evaluation/improvement process...)