



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Painting Curriculum

Course Description: An introduction to the transparent media of watercolor painting, opaque acrylic painting and other paint media. Major emphasis is on experiencing a variety of techniques and creating composition through observation.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
9 weeks	Watercolor	Topic 1: Terms/Techniques Topic 2: Color Topic 3: Observation
9 weeks	Acrylic	Topic 1: Terms/Techniques Topic 2: Color Topic 3: Art History Topic 4: Observation Topic 5: Creativity and Originality Topic 6: Technology

Curriculum Revision Tracking

February, 2020

- Updated to new Missouri Learning Standards for Fine Arts

Unit 1: Watercolor

Subject: Painting

Grade: 10, 11, 12

Name of Unit: Watercolor

Length of Unit: 9 weeks

Overview of Unit: In this unit we experiment with various watercolor techniques. Several projects will be done using color layering, color blending and using the techniques demonstrated in class.

Priority Standards for unit:

- VA:Cr2A.11 Through experimentation, practice and demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design

Supporting Standards for unit:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- VA:RE9A.II Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences.
- VA:Pr5A.II Evaluate, select and apply methods or processes appropriate to display artwork in a specific place
- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Acquisition of skills and knowledge in a chosen art form	Practice	Apply	2
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	2
Range of materials and methods of traditional contemporary artistic practices to plan works of art	Choose	Apply	2
Range of materials and methods of traditional contemporary artistic practices to plan works of design	Choose	Apply	2

Essential Questions:

1. Why is it important to know the variety of watercolor techniques?
2. How do you control the transparency/opaqueness of a color?
3. How do you mix color to match observed hues in your painting?
4. How does collaboration expand the creative process?
5. How do artists and designers learn from trial and error?
6. How do life experiences influence the way you relate to art?
7. How does knowing and using visual art vocabularies help us understand and interpret works of art?

Enduring Understanding/Big Ideas:

1. In each painting you do, there will be textures to acquire, colors to lift and values to match. Knowing the techniques will give you a variety of tools to achieve the desired effect.
2. The transparency is controlled by the amount of water you use compared to the amount of pigment.
3. You should start with the base color of the object. Use your knowledge of the color theory unit. It is important to layer each color to achieve good depth in your painting.
4. Creativity and innovative thinking are essential life skills that can be developed.
5. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
6. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the natural world, and constructed environments.
7. People gain insights into meanings of artworks by engaging in the process of art criticism.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Transparent Opaque Solvent Binder Color	Transparent Opaque Watercolor Loading your brush Blot Cold press Hot press Sizing Masking Frisket Sheen Scrubbing Glazing Back-runs Value Wash Graded Wash Glazing Wet on Dry Wet on Wet Dry Brush Sponging Value Form Layering Color Texture

Topic 1: Terms and Techniques

Engaging Experience 1

Title: Technique Practice Page

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.

Supporting:

- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making

Detailed Description/Instruction: Students will use tube watercolor sets to create the techniques listed on the worksheet. Paper is 11 x 15. The teacher will demonstrate each technique and the students will use each technique to show that they understand.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Color

Engaging Experience 1

Title: Value Scale

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr2A.11 Through experimentation, practice and demonstrate acquisition of skills and knowledge in a chosen art form

Supporting:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making

Detailed Description/Instructions: Use a warm color, a cool color, and black (or paynes grey) to create a value scale from light washes to darker intensity. Students will create 3 separate value scales in each color.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Color Mixing Grid

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- 1.B.2.2 Demonstrate the following watercolor techniques: continuous wash, graduated wash

Detailed Description/Instructions: Using the tube paints, students create a grid that cross references the colors of the paints so when mixed you can see what makes what color (paper is 15 x 15). Every color is mixed eventually with the other. Students will use more water to create the transparent colors and more pigment to create brighter, more opaque colors.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Experience 3

Title: Monochromatic Watercolor

Suggested Length of Time: 5-7 class periods

Standards Addressed

Priority:

- VA:Cr2A.11 Through experimentation, practice and demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design

Supporting:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Pr5A.II Evaluate, select and apply methods or processes appropriate to display artwork in a specific place

Detailed Description/Instructions: Students will choose a photo that shows perspective and paint it in one color only concentrating on the values. Students will also focus on what technique to use for each part of the painting to show differences in texture.

Bloom's Levels: Apply and Create

Webb's DOK: 3

Engaging Experience 4

Title: Using Expressive Color

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- VA:Cr2A.11 Through experimentation, practice and demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design

Supporting:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- VA:RE9A.II Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences.
- VA:Pr5A.II Evaluate, select and apply methods or processes appropriate to display artwork in a specific place
- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork.

Detailed Description/Instructions: Students will paint an apple from observation, using their own knowledge of color to use creative color scheme and underpainting. Students will paint highlights, shadows, and cast shadows to show form in the round.

Bloom's Levels: Apply and Create

Webb's DOK: 3

Topic 3: Observation

Engaging Experience 1

Title: Still life

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- VA:Cr2A.11 Through experimentation, practice and demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design

Supporting:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- VA:RE9A.II Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- VA:Pr5A.II Evaluate, select and apply methods or processes appropriate to display artwork in a specific place
- .VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork.

Detailed Description/Instructions: Students will create a still life of various objects (fruit, veggie, sea shell, something reflective and cloth). They will paint 2 or more objects with a variety of color and reflections on a soft cloth.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: Flower Painting

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- VA:Cr2A.11 Through experimentation, practice and demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design

Supporting:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Pr5A.II Evaluate, select and apply methods or processes appropriate to display artwork in a specific place
- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork.

Detailed Description/Instructions: Students will take a close-up photo of flowers, concentrating on the form and value changes. Students will produce a painting, creating the illusion of realism.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 3

Title: Painting on Location

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- VA:Cr2A.11 Through experimentation, practice and demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design

Supporting:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking

- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- VA:Pr5A.II Evaluate, select and apply methods or processes appropriate to display artwork in a specific place

Detailed Description/Instructions: Students will take a fieldtrip, painting on location: architecture, people, landscape and free choice. They will use color layering and techniques learned to paint a successful composition.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 4

Title: Watercolor Collage

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- VA:Cr2A.11 Through experimentation, practice and demonstrate acquisition of skills and knowledge in a chosen art form
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design

Supporting:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- VA:RE9A.II Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences.
- VA:Pr5A.II Evaluate, select and apply methods or processes appropriate to display artwork in a specific place
- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork.

Detailed Description/Instructions: Students will create a collage from magazines or images found online. They will use cut and torn pieces related to the same color, a variety of textures, a wide range of values, contrast, and text. Students will arrange these pieces to create a strong composition and using the techniques demonstrated in class to paint in watercolor.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Scenario

Engaging Scenario:

Still life: Students will set up their own still life from a variety of objects that include different surface textures. The objects are arranged in a strong composition in front of them. The students will then create a watercolor painting using layers, techniques and other practices that were introduced in class. Students will do their best as matching the color hues.

Portrait: Students will take a photo of oneself or of someone that they want to paint. They are to use the techniques demonstrated to achieve a realistic painting. They may also choose to create a portrait and use a more expressive color scheme showing a real or idealized image.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Terms and Techniques	Technique Practice Page	Students will use tube watercolor sets to create the techniques listed on the worksheet. Paper is 11 x 15. The teacher will demonstrate each technique and the students will use each technique to show that they understand	2 class periods
Color	Value Scale	Use a warm color, a cool color, and black (or paynes grey) to create a value scale from light washes to darker intensity. Students will create 3 separate value scales in each color.	1 class period
Color	Color Mixing Grid	Using the tube paints, students create a grid that cross references the colors of the paints so when mixed you can see what makes what color (paper is 15 x 15). Every color is mixed eventually with the other. Students will use more water to create the transparent colors and more pigment to create brighter, more opaque colors.	4-5 class periods
Color	Monochromatic Watercolor	Students will choose a photo that shows perspective and paint it in one color only concentrating on the values. Students will also focus on what technique to use for each part of the painting to show differences in texture.	5-7 class periods
Color	Using Expressive Color	Students will paint an apple from observation, using their own knowledge of color to use creative color scheme and underpainting. Students will paint highlights, shadows, and cast shadows to show form in the round.	2-3 class periods
Observation	Still Life	Students will create a still life of various objects (fruit, veggie, sea shell, something	4-5 class periods

		reflective and cloth). They will paint 2 or more objects with a variety of color and reflections on a soft cloth.	
Observation	Flower Painting	Students will take a close-up photo of flowers, concentrating on the form and value changes. Students will produce a painting, creating the illusion of realism.	4-5 class periods
Observation	Painting on Location	Students will take a fieldtrip, painting on location: architecture, people, landscape and free choice. They will use color layering and techniques learned to paint a successful composition.	4-5 class periods
Observation	Watercolor Collage	Students will create a collage from magazines or images found online. They will use cut and torn pieces related to the same color, a variety of textures, a wide range of values, contrast, and text. Students will arrange these pieces to create a strong composition and using the techniques demonstrated in class to paint in watercolor.	2 weeks

Unit 2: Acrylic

Subject: Painting

Grade: 10, 11, 12

Name of Unit: Acrylic

Length of Unit: 9 weeks

Overview of Unit: In the acrylic painting unit, we focus on various painting techniques such as underpainting, glazing, and layering. We also focus on painting from observation with an emphasis on mixing colors, creating values, and manipulating forms.

Priority Standards for unit:

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.

Supporting Standards for unit:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- VA:Re9A.II Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences.
- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Acquisition of skills and knowledge in a chosen art form	Practice	Apply	2
Acquisition of skills and knowledge in a chosen art form	Demonstrate	Apply	2

Range of materials and methods of traditional contemporary artistic practices to plan works of art	Choose	Apply	2
Range of materials and methods of traditional contemporary artistic practices to plan works of design	Choose	Apply	2

Essential Questions:

1. Why is it important to know a variety of acrylic techniques?
2. How do you mix acrylic paint to create different hues/values?
3. Why is creativity/originality important in your artwork?
4. How do you use color and technique to communicate an idea in your painting?
5. How do you compare and contrast artworks?
6. How does collaboration expand the creative process?
7. How do artists and designers learn from trial and error?
8. How do life experiences influence the way you relate to art?
9. How does knowing and using visual art vocabularies help us understand and interpret works of art?

Enduring Understanding/Big Ideas:

1. In each painting you do, there will be textures to acquire, colors to lift and values to match. Knowing the techniques will give you a variety of tools to achieve the desired effect.
2. You should start with the base color of the object. Use your knowledge of the color theory unit to create various hues. Use black and white to mix tints and shades. Use opposite colors to change the intensity.
3. Creativity/ originality is important when creating artwork not from observation to express unique student voice.
4. You can use arbitrary color to convey a feeling or emotion. Techniques may be applied to enhance composition.
5. Critique (describe, analyze, interpret, judge) each work and discuss similarities/differences in composition and techniques used.
6. Creativity and innovative thinking are essential life skills that can be developed.
7. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
8. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the natural world, and constructed environments.
9. People gain insights into meanings of artworks by engaging in the process of art criticism.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Color Transparent Opaque Binder Solvent	Transparent Opaque Fresco Pigment Binder Solvent Masking Acrylic Gesso Canvas Extender Glazing Fan brush Underpainting Palette Palette knife Wash Layering Impasto Turpentine Modeling paste Gloss/matte/gel medium Value Form Color Texture Dry Brush Wash

Topic 1: Terms/Techniques

Engaging Experience 1

Title: Acrylic Techniques Practice Page

Suggested Length of Time: 3 class periods

Standards Addressed

Priority:

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.

Supporting:

- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

Detailed Description/Instructions: The teacher demonstrates techniques to the students such as different brush effects, glazing, modeling paste relief, gesso as a texture, sponging, spattering, using gel medium, tonking, layering, underpainting, etc. The student then will perform the technique.

Bloom's Levels: Apply, Create

Webb's DOK: 3

Topic 2: Color

Engaging Experience 1

Title: Intensity Scale

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.

Supporting:

- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

Detailed Description/Instructions: Students create a scale(s) in which they change the intensity of a given color using that color's complement.

Bloom's Levels: Apply, Create

Webb's DOK: 1

Engaging Experience 2

Title: Underpainting

Suggested Length of Time: 3 class periods

Standards Addressed

Priority:

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.

Supporting:

- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

Detailed Description/Instructions: Students create a simple still life composition. They first paint a layer of neutral values for each object and then paint a layer of each object's color on top.

Bloom's Levels: Evaluate, Create

Webb's DOK: 2

Topic 3: Art History

Engaging Experience 1

Title: Impressionism Camouflage

Suggested Length of Time: 4 class periods

Standards Addressed:

Priority:

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.

Supporting:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- VA:Re9A.II Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences.
- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork.

Detailed Description/Instructions: After looking at and discussing the works of various Impressionist painters, students are given a strip from a master Impressionist work. They will create an Impressionist landscape based off of this strip using the techniques they have discussed and learned.

Bloom's Levels: Evaluate, Create

Webb's DOK: 3

Topic 4: Observation

Engaging Experience 1

Title: Theme Painting

Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.

Supporting:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork.

Detailed Description/Instructions: Students will bring in object of their choice to set up in a still life. They are encouraged to bring in objects with different textures and materials. They should choose these objects to say something about them or their personality. A still life will be set up using rules of composition. This will be painting using acrylic techniques on a canvas board.

Bloom's Levels: Apply and Analyze

Webb's DOK: 2

Engaging Experience 2

Title: Painting on Location

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.

Supporting:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- VA:Cr1A.II Individually or collaboratively formulate new creative problems based on student's existing artwork.

Detailed Description/Instructions: Paint on location from fieldtrip: architecture, people, landscape and free choice. Use color layering and techniques learned to paint a successful composition.

Bloom's Levels: Create

Webb's DOK: 3

Topic 5: Creativity and Originality

Engaging Experience

Title: Abstract Music Collage

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.

Supporting:

- VA:Cr2C.II Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- VA:Re9A.II Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Detailed Description/Instructions: An excerpt of music will be played. Students will listen once through and think about what they feel from the music. What colors do they feel from the music? Do they feel the beat of rhythm? How would they choose to paint this piece of music? Students will create an abstract or non-objective collage painting that emphasizes the use of the basic elements of line, shape, color, texture and pulls together a design that is unified, balanced and has good eye appeal, sense of rhythm and has a strong focal point.

Bloom's Levels: Analyze

Webb's DOK: 2

Topic 6: Technology

Engaging Experience 1

Title: Acrylic Value Self-Portraits

Suggested Length of Time: 3-5 class periods

Standards Addressed

Priority:

- VA:Cr2A.II Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cr1B.II Choose from a range of materials and methods of traditional contemporary artistic practices to plan works of art and design.

Supporting:

- VA:Cn10A.II Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
- VA:Cr3A.II Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Re7A.II Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments.
- VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences.

Detailed Description/Instructions: The student will take a photo and change the colors, values, etc. using Photoshop. They will use the filter needed to show value changes. The student will choose a color scheme OR paint how the photo is on the Photoshop program. Trace the value changes with transfer paper onto the canvas.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Theme Painting: Students select and bring in objects that relate to/describe them personally. Objects are arranged into a still life that includes varying textures, surfaces, levels, etc. Students then create a painting of this still life applying techniques practiced in class and a color scheme of their choosing.

Abstract Mixed Media Painting: Students first create a low relief surface to paint on using various materials of their choosing (sand, modeling paste, tissue paper, etc.) and gesso if needed. They then create a non-objective or abstract painting using at least 3 of the techniques practiced throughout the semester. Paintings must also follow an identifiable color scheme.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Terms/ Techniques	Acrylic Techniques Practice Page	The teacher demonstrates techniques to the students such as different brush effects, glazing, modeling paste relief, gesso as a texture, sponging, spattering, using gel medium, tonking, layering, underpainting, etc. The student then will perform the technique.	3 class periods
Color	Intensity Scale	Students create a scale(s) in which they change the intensity of a given color using that color's complement.	1 class period
Color	Underpainting	Students create a simple still life composition. They first paint a layer of neutral values for each object and then paint a layer of each object's color on top.	3 class periods
Art History	Impressionism Camouflage	After looking at and discussing the works of various Impressionist painters, students are given a strip from a master Impressionist work. They will create an Impressionist landscape based off of this strip using the techniques they have discussed and learned.	4 class periods
Observation	Theme Painting	Students will bring in object of their choice to set up in a still life. They are encouraged to bring in objects with different textures and materials. They should choose these objects to say something about them or their personality. A still life will be set up using rules of composition. This will be painting using acrylic techniques on a canvas board.	5 class periods
Observation	Painting on Location	Paint on location from fieldtrip: architecture, people, landscape and free choice. Use color	4-5 class periods

		layering and techniques learned to paint a successful composition	
Creativity and Originality	Abstract Music Collage	An excerpt of music will be played. Students will listen once through and think about what they feel from the music. What colors do they feel from the music? Do they feel the beat of rhythm? How would they choose to paint this piece of music? Students will create an abstract or non-objective collage painting that emphasizes the use of the basic elements of line, shape, color, texture and pulls together a design that is unified, balanced and has good eye appeal, sense of rhythm and has a strong focal point.	1-2 class periods
Technology	Acrylic Value Self-Portraits	The student will take a photo and change the colors, values, etc. using Photoshop. They will use the filter needed to show value changes. The student will choose a color scheme OR paint how the photo is on the Photoshop program. Trace the value changes with transfer paper onto the canvas.	3-5 class periods

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.