

Painting III

Curriculum/Content Area: ART & DESIGN	Course Length: 9 weeks
Course Title: Painting III	Date last reviewed: 2020
Prerequisites: Painting I, Painting II	Board approval date: Feb. 2021
Primary Resource:NA	

Desired Results

Course description and purpose: Students will refine their painting skills in this advanced level course. Students will explore various artistic styles and materials as they develop their portfolio of work. Students will strengthen their understanding of color theory, value, space and strong compositional elements and apply them to their pieces. Research of art movements and artists will enrich the learning experience. Students are encouraged to think creatively and develop their own personal style through their growth and development. Students are given more personal responsibility for the creation of their artwork with an emphasis on building conceptual and technical skills.

Career Clusters Connections:

→ ARTS, AUDIO/VISUAL & COMMUNICATIONS

Enduring Understandings:	Essential Questions: <i>big picture questions, aligned with enduring understandings</i>
CREATING	
Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> ❖ What conditions, attitudes, and behaviors support creativity and innovative thinking? ❖ What factors prevent or encourage people to take creative risks? ❖ How does collaboration expand the creative process?
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.	<ul style="list-style-type: none"> ❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ❖ Why do artists follow or break from established traditions? ❖ How do artists determine what resources and criteria are needed to formulate artistic investigations?
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	<ul style="list-style-type: none"> ❖ How do objects, places, and design shape lives and communities? ❖ How do artists and designers determine goals for designing or redesigning objects, places, or systems? ❖ How do artists and designers create works of art or design that effectively communicate?

<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<ul style="list-style-type: none"> ❖ What role does persistence play in revising, refining, and developing work? ❖ How do artists grow and become accomplished in art forms? ❖ How does collaboratively reflecting on a work help us experience it more completely?
<p>PRESENTING</p>	
<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p>	<ul style="list-style-type: none"> ❖ How are artworks cared for and by whom? ❖ What criteria, methods, and processes are used to select work for preservation or presentation? ❖ Why do people value objects, artifacts, and artworks, and select them for presentation?
<p>RESPONDING</p>	
<p>People gain insights into meanings of artworks by engaging in the process of art criticism</p>	<ul style="list-style-type: none"> ❖ What is the value of engaging in the process of art criticism? ❖ How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
<p>CONNECTING</p>	
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<ul style="list-style-type: none"> ❖ How does engaging in creating art enrich people's lives? ❖ How does making art attune people to their surroundings? ❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

<p>PRIORITY STANDARDS</p>	
<p>WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.</p>	
<p>WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.</p>	
<p>WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.</p>	
<p>WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.</p>	

Supporting Standard Clusters

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.10.h: Develop. Meaning Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
- A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- A.A.R.18.h: Interpret. Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
- A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.
- A.A.Cn.11.h: Career. Connections Research or experience options in art and design careers.
- A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

Unit 1 - Idea Development

- A. Theme
- B. Idea
- C. Concept
- D. Voice
- E. Composition

Essential Questions:

1. How do artists determine what resources and criteria are needed to formulate artistic investigations?

2. How do artists and designers learn from trial and error?
3. What can we learn from our responses to art?
4. How does engaging in creating art enrich people's lives?
5. How does art preserve aspects of life?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.

Supporting Standards

- *A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.*
- *A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.*
- *A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.*

Learning Targets

- I can apply the elements and principles of design to develop original, creative and strong compositions.
- I can generate multiple and unique solutions.
- I can use personal ideas and experiences to create works of art.
- I can create a series of work using a variety of materials to present complex solutions to different applications of media

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- [Art Rubric Format](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
<i>(Interior) painting with water-soluble oils</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	Students will collaborate with instructor to design unique paintings that exemplify their previous skills and knowledge while building on them, with the goal of creating a series/portfolio of high quality artworks. Students are able to direct their learning and design based on their interests. The instructor can modify the complexity/simplicity of the required assessment on an individual basis for each

		student.
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> • Computers with photoshop 		

Unit 2 - Materials and Techniques

A. Experimentation

B. Advanced painting techniques

Essential Questions:

1. How do artists and designers care for and maintain materials, tools, and equipment?
2. How do artists grow and become accomplished in art forms?
3. How does knowing and using visual art vocabularies help us understand and interpret works of art?
4. How is a personal preference different from an evaluation?

Unit Standards

Priority Standards

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- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standards

- A.A.Cr.10.h: Investigate Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.

Learning Targets

- I can choose appropriate media to create original art.
- I know how to use art tools, media, and equipment safely and appropriately.
- I can demonstrate increased knowledge and attainment of intermediate level painting skills, materials, techniques, and safe practices

- I can research traditional and contemporary artists to encourage personal growth and knowledge of both painting materials and techniques
- I can experiment with and refine various materials and techniques

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- [Art Rubric Format](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
Experimental painting techniques of student's choice	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	Students will collaborate with instructor to design unique paintings that exemplify their previous skills and knowledge while building on them, with the goal of creating a series/portfolio of high quality artworks. Students are able to direct their learning and design based on their interests. The instructor can modify the complexity/simplicity of the required assessment on an individual basis for each student.
Large scale painting	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	Students will collaborate with instructor to design unique paintings that exemplify their previous skills and knowledge while building on them, with the goal of creating a series/portfolio of high quality artworks. Students are able to direct their learning and design based on their interests. The instructor can modify the complexity/simplicity of the required assessment on an individual basis for each student.

Digital Tools & Supplementary Resources

- Computers with photoshop

Unit 3 - Sketchbook

- Thumbnail sketches
- Documentation of artistic process
- Creative problem solving
- Artist research

Essential Questions:

1. What can we learn from our responses to art?
2. How does knowing and using visual art vocabularies help us understand and interpret works of art?
3. How is a personal preference different from an evaluation?
4. How does engaging in creating art enrich people's lives?
5. How does art preserve aspects of life?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
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- *A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.*
- *A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.*

Learning Targets

- I can accurately draw and paint subject matter on paper with line, space and value.
- I can create a strong composition.
- I can create a variety of thoughtful and in depth solutions for a series of creative problems
- I can apply previously learned techniques and art vocabulary to generate new methods of creating artwork
- I can create and evaluate meaning in artwork
- I can demonstrate knowledge of the elements and principles of design through practicing with different materials, techniques, and concepts in art-making

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- [Art Rubric Format](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
Thumbnail sketches	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> • Thumbnail sketches can be created in the following ways: handdrawn in sketchbook or digitally rendered. Quantity and complexity of thumbnail sketches can be modified for individual students.
Documentation of artistic process	<input checked="" type="checkbox"/> Creating <input checked="" type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> • Simplify requirements
Artist Study(s)	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> • Simplify requirements