

Painting I

Curriculum/Content Area: ART & DESIGN	Course Length: 9 weeks
Course Title: Painting I	Date last reviewed: 2020
Prerequisites: none	Board approval date: Feb. 2021
Primary Resource:NA	

Desired Results

Course description and purpose: Develop your observation and painting skills in this wonderful class. This course will focus on the fundamentals of painting: line, shape, value, composition, proportion, spatial relationships, color and brush strokes and you will create amazing masterpieces in the process. Students will analyze how shadows and highlights create form and use perspective to create the illusion of space. The course will enhance students' observational skills and enable them to apply these abilities to their work. Students will become familiar with various ways in which the elements, principles of design and composition improve their creative approach and critical judgment. This course teaches all the skills you will need to continue on in your 2-dimensional high school art career.

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?

	<ul style="list-style-type: none"> ❖ How do artists and designers create works of art or design that effectively communicate?
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<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?
PRESENTING	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	<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?
RESPONDING	
People gain insights into meanings of artworks by engaging in the process of art criticism	<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?
CONNECTING	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<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?

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.
WSAD Standard AA4: Connect-	Students will relate their artistic work with prior experience and

external context.

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 - Observation

- A. Line
- B. Color
- C. Space
- D. Value scale and Light logic
- E. Portrait

Essential Questions:

1. How can conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How do artists and designers learn from trial and error?
3. What role does persistence play in revising, refining, and developing work?

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.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.

Learning Targets

- I can accurately paint subject matter on paper with “line follows form.”
- I can recognize and use the elements of art.
- I can show depth and space by incorporating a foreground, middle ground and background.
- I can accurately depict objects on a page with correct proportions.
- I can analyze work through critique

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>Black and white value Scale and sphere</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none">● Less than 10 squares for scale● Give notes on light logic
<i>Practice objects with value in black and white (mug, tool, origami, mannequin,</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none">● Choose only 1 object to do

<i>fruit/veggies, etc)</i>		
<i>B/W Still life</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Focus on 1-3 objects
<i>B/W or monochromatic Portrait (i.e. in the style of Lucian Freud with plane face and copy of Freud face as practice)</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Skip copy ● Focus on proportions and big shapes of values using only white, black and 1 gray
<i>Geometric vector painting</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Transfer lines of shape
<i>Color mixing</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Less than 10 squares for scale
<i>Complementary color (i.e. Day in the Life painting; push vs neutral palette)</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Focus on one color palette of only 3-5 colors
<i>Color as value (i.e. copy of Wayne Thiebaud dessert, work from a photo of a real dessert from a magazine, and finally paint desserts and/or object in the style of Wayne Thiebaud)</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Skip dessert painting from photo ● Limit color mixing
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> ● Computers with photoshop 		

Unit 2 - Composition

- A. Rule of Thirds
- B. Balancing elements
- C. Leading lines
- D. Viewpoint

- E. Cropping
- F. Foreground, middle ground, background

Essential Questions:

1. What role does persistence play in revising, refining, and developing work?
2. How does one determine criteria to evaluate a work of art?

Unit Standards

Priority Standards

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Supporting Standards

- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
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- 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.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.

Learning Targets

- I can draft thumbnail sketches to plan artistic work.
- I can accurately paint subject matter on paper with line, space and value.
- I can recognize the elements of line, space and value.
- I can recognize and create a strong composition.

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>Develop a composition that uses the elements and principles of design to create a focal point (i.e. cloth or car detailed painting)</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> • Help set up a photo to work from

Digital Tools & Supplementary Resources

- Computers with photoshop

Unit 3 - Sketchbook

- A. Thumbnail sketches
- B. Contour drawing vs. gesture drawing
- C. Documentation of artistic process
- D. Creative problem solving

Essential Questions:

1. What role does persistence play in revising, refining, and developing work?
2. How does engaging in creating art enrich people's lives?
3. How is art used to impact the views of a society?

Unit Standards

Priority Standards

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- 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.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.

Learning Targets

- I can draft thumbnail sketches to plan artistic work.
- I can generate multiple and unique solutions to art problems.
- I can experiment with materials and ideas.
- I can research artists and movements to understand the history of art
- I can interpret meaning of an art work by observation and research

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>Content vocabulary</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> • Give notes
<i>Artist Study</i>	<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
<i>Gesture Drawing</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> • Non-graded
<i>Planning Page</i>	<input checked="" type="checkbox"/> Creating <input checked="" type="checkbox"/> Presenting <input type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> • Simplify steps
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> • 		