

## Pembroke Public Schools - Visual & Performing Arts Department

### Painting: Course # UBD Unit Plans

Course Overarching Essential Questions:

- How can I use paint to express my interests and ideas?
- How can I effectively use different types of paint?
- How can I create representational work using paint?
- How can I care for painting materials and supplies?

Subject: Art		Course: Printmaking		Grade level(s): 10-12		Last updated: September 2021 by Elizabeth Green	
Unit Title/Topics	Time Required	Essential Questions	Knowledge  Students will know:	Enduring Understandings  Students will understand that:	Transfer Skills  Students will be able to independently apply:		
<b>Unit 1: Monochromatic Watercolor Still Life</b>	Three weeks	<p>How can I dilute my material to lighten value?</p> <p>How can I mix colors to shade value?</p> <p>What shapes make up the objects observed?</p> <p>How do the shapes of each observed object relate to each other?</p> <p>How can I layer watercolor paint to show value?</p>	<p>Students will know how to lighten watercolor paint.</p> <p>Students will know how to darken watercolor paint.</p> <p>Student will know how to observe shapes of objects.</p> <p>Students will know how to place observed shapes on their picture plane to represent what is observed.</p> <p>Student will know how watercolor paint will layer onto a wet, and dry surface.</p>	<p>Student will understand that water dilutes the pigment in watercolors to reveal more white paper.</p> <p>Students will know black or the complement of a color will darken it.</p> <p>Students will understand that shapes make up forms.</p> <p>Students will understand that the placement of line and shape can create a realistic representation.</p> <p>Students will understand where they need a hard edge, or a blend in their imagery.</p>	<p>Students will be able to tint watercolor paint by adding water.</p> <p>Students will darken watercolor paint by mixing colors.</p> <p>Students will observe the shapes of objects.</p> <p>Students will accurately place each shape in relation to others and create a realistic representation.</p> <p>Students will layer paint to build the value in their watercolor paintings.</p>		

	<p>Common Misunderstandings:          Need to mix watercolor paint with white to lighten          Paint will stay where you place it if the paper is already wet</p> <p><b>CEPA(s)</b> (<i>Curriculum Embedded Performance Assessments</i>): <i>Include information from assessment evidence and list/name any rubric or toolkit used</i></p> <p><b>Assessment:</b>          Grading Rubric: <a href="#">Monochromatic Still Life Rubric</a></p> <p><b>RESOURCES:</b></p> <p><b>VOCABULARY BY TIER: (CCSS AND WIDA)</b>          Transparent, tint, shade, dilute, value, shape, space, shadow</p> <p><b>2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE:</b>          (F.V.Cr.01) (F.V.Cr.02) (F.V.Cr.03) (F.V.P.06) (F.V.R.09) (F.V.R.08) (F.V.Co.10) (F.V.Co.11)</p>				
<p><b>Unit 2</b>  <b>Color Field Painting</b></p>	<p>2 weeks</p>	<p>How can I create a balanced composition out of shapes?</p> <p>How can I create opaque surfaces with paint?</p> <p>How can I show clean edges between shapes?</p>	<p>Students will know what visual balance and shapes are.</p> <p>Students will know they can layer paint to increase opacity.</p> <p>Students will know masking techniques and how to use brushes to create clean edges.</p>	<p>Students will understand what makes something balanced or a shape.</p> <p>Students will understand how to layer paint.</p> <p>Students will understand what a clean edge is.</p>	<p>Students will create a balanced composition out of shapes.</p> <p>Students will create opaque surfaces of paint in their shapes.</p> <p>Students will create clean edges to their shapes.</p>

		How can I create contrast between shapes?	Students will know how to mix different colors	Students will know which colors contrast with each other.	Students will create color contrast between each shape that touches in their composition.
<p>Common Misunderstandings:</p> <p>Vocabulary: Color, opacity, contrast, shape, edge, space</p> <p>Assessment: Grading Rubric: <a href="#">Color Field Rubric</a></p> <p><b>2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE:</b></p> <p>(F.V.Cr.01) (F.V.Cr.02) (F.V.Cr.03) (F.V.P.06) (F.V.R.09) (F.V.R.08) (F.V.Co.10) (F.V.Co.11)</p>					
<b>Unit 3</b> <b>Skeleton</b> <b>Light Source</b> <b>Acrylic</b> <b>Painting</b>	1 month	<p>How can I mix paint to create a range of value?</p> <p>How can I reference the skeleton in a visually interesting way?</p> <p>What is a color scheme?</p>	<p>Student will know how to tint and shade acrylic paint.</p> <p>Students will know how to observe the lines and shapes that make up the skeleton's form.</p> <p>Students will know what an analogous, complementary, and triadic color scheme are.</p>	<p>Students will understand white lightens a color, and black or the color's complement will darken it.</p> <p>Students will understand how to place paint in a way that references the observed form.</p> <p>Students will understand that analogous schemes create harmony, complementary creates contrast, and triadic creates balance.</p>	<p>Students will paint from the skeleton with realistic value.</p> <p>Students will reference the skeleton in their paintings.</p> <p>Students will choose a color scheme for their paintings.</p>
	<p>Common Misunderstandings:</p> <p>Vocabulary: Tint, shade, layer, observe, represent, reference</p>				

	<p>Assessments: Grading Rubric: <a href="#">Skeleton Light Source</a></p> <p><b>2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE:</b></p> <p>(F.V.Cr.01) (F.V.Cr.02) (F.V.Cr.03) (F.V.P.06) (F.V.R.09) (F.V.R.08) (F.V.Co.10) (F.V.Co.11)</p>				
<p><b>Unit 4</b> <b>panorama</b></p>	<p>3 weeks</p>	<p>How can I create an image that shows depth?</p> <p>How can I maintain clarity in forms with watercolor paint?</p> <p>How can I incorporate texture that relates to forms in my painting?</p>	<p>Students will know how to use depth techniques.</p> <p>Students will know how to control the behavior of watercolor paint.</p> <p>Students will know textural watercolor techniques.</p>	<p>Students will understand scale changes, overlap, and changes in clarity show depth.</p> <p>Students will understand wet surfaces bleed into each other.</p> <p>Students will understand what each techniques' affect looks like.</p>	<p>Students will create depth in their panoramic watercolor.</p> <p>Students will create clarity in their forms.</p> <p>Students will incorporate textural watercolor techniques into their panoramic watercolors.</p>
<p>Common Misunderstandings:</p> <p>Vocabulary: landscape, texture, depth, overlap, color, space, scale, clarity, contrast</p> <p>Assessments: Grading Rubric: <a href="#">Panorama Rubric</a></p> <p><b>2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE:</b></p> <p>(F.V.Cr.01) (F.V.Cr.02) (F.V.Cr.03) (F.V.P.06) (F.V.R.09) (F.V.R.08) (F.V.Co.10) (F.V.Co.11) (F.V.P.05)</p>					

<p><b>Unit 5:</b></p> <p>Acrylic texture painting</p>	<p>1 month</p>				
<p>Common Misunderstandings:</p> <p>Vocabulary:</p> <p>Assessments:</p> <p>Grading Rubric: <a href="#">Circle Book Rubric</a></p> <p>Grading Rubric: <a href="#">Tunnel Book Rubric</a></p> <p><b>2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE:</b></p> <p>(P.V.Cr.03)</p>					
<p>Final Painting in a Specific Style</p>					

Final Exam					