Catasauqua Area School District
Planned Course of Study

Course Title: Painting

Grade Level(s): 10-12

Big Idea

Experiences

Course Description

The Painting course is an upper level course that provides students an opportunity to expand on the concepts introduced in the Exploring Mindful Art Making, Drawing I and Drawing II courses. Emphasis is placed on inspiration based on the student's personal experiences, knowledge of the artist's vocabulary and painting techniques. These understandings and skills build the foundation for students to proficiently advance to the Studio 2D Advanced Placement Art course.

Essential Questions

- How do artists document the development of their artistic process?
- What is an artist's inspiration called?
- What are sources of inspiration?
- What makes a painting successful?
- How do artists use tools and techniques to express their ideas?
- What are traditional painting mediums and techniques?
- How do artists stay motivated?
- How does personal experience influence a work of art?
- What are the safe and responsible uses of materials?
- Why should artists care for their tools and materials?
- How is color organized?
- How do colors interact with one another?
- What are non-traditional painting forms?
- How do artists expand their body of work?
- Why is criticism an essential part of an artist's life?
- How can technology provide a reference for the final outcome in painting?
- How should artwork be prepared and organized for presentation?
- How does proper use of a medium, tools and process directly relate to craftsmanship?
- How does reflection on a work of art help to develop skills and techniques?

Competencies

- Generate a series of entries in a visual journal that demonstrates attention to skills, techniques, and ideas in process.
- Understand that artists refer to their inspiration as a muse.
- Understand that artists find inspiration in experiencing; Ordinary objects, nature, food, self and in other artists.
- Identify, explain and apply the elements and principles of arts to organize and express ideas to create a successful painting.
- Experiment with different traditional and nontraditional media, techniques and processes..
- Learn that by taking care of materials and tools they last longer, save money, and prevent bacteria and growth.
- Understand that criticism (constructive or not) is the best way to improve upon one's own skills and techniques.
-Make connections between the visual arts and other disciplines.
-Reflect upon and assess the characteristics and merits of their work and the work of others.
-Present a culmination of a body of work in a digital portfolio format.

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Course Syllabus

Course Content	Tentative Timeframe	State Standards
Art Room Expectations & Written Pre-Assessment	2 Classes	9.1.12H
Visual Journal	2 ½ Classes Review/ Throughout Semester	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.2.12C 9.2.12L 9.3.12A 9.3.12E 9.3.12G 9.4.12B
Exploring & Caring for Materials & Tools	3 Days/ Throughout the Semester	9.1.12H
Color Wheel & Color Theory Review	3 Days/ Throughout the Semester	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.1.12E 9.2.12K 9.2.12L 9.3.12B 9.3.12C 9.3.12D 9.4.12A 9.4.12C 9.4.12D
Experiences in Nature (Watercolor)	20 Days	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.1.12E 9.2.12K 9.2.12L 9.3.12B 9.3.12C 9.3.12D 9.4.12A 9.4.12C 9.4.12D

Ordinary Experiences (Acrylic)	20 Days	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.1.12K 9.1.12E 9.2.12K 9.2.12L 9.3.12B 9.3.12C 9.3.12D 9.4.12A 9.4.12C 9.4.12D
Foodies (Water Soluble Oil Paint)	15 Days	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.1.12K 9.1.12E 9.2.12K 9.2.12L 9.3.12B 9.3.12C 9.3.12D 9.4.12A 9.4.12C 9.4.12D
Selfies (Mixed Media)	15 Days	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.1.12K 9.1.12E 9.2.12K 9.2.12L 9.3.12B 9.3.12C 9.3.12D 9.4.12A 9.4.12C 9.4.12D
New Experiences (Medium Choice)	5 Days	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.1.12K 9.1.12E 9.2.12K 9.2.12L 9.3.12B 9.3.12C 9.3.12D

		9.4.12A 9.4.12B 9.4.12C 9.4.12D
Portfolio Presentation and Post Assessment	5 Days	9.1.12B 9.1.12C 9.1.12D 9.1.12E 9.3.12A 9.4.12A

Teaching Strategies Utilized

Pre-Assessments

Post-Assessment

Direct Instruction

Demonstrations

Student Artwork Production

Worksheets

Choral Responses

Exit Tickets

Written Self Reflections

Rubrics

Activities

Portfolio Presentation

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Art Room Expectations & Procedures ***The student will be able to:*** Understand and establish art room expectations. Demonstrate prior knowledge of materials, techniques and tools.	AW K AP R	Slideshow of art room expectations, safety procedures, online procedures, review course syllabus. Complete online student survey. Update student information. Seating Assign Student Storage **Painting Written Pre-Assessment**	Teacher Observations. Online Survey Written Pre-assessment	9.1.12H

Resources/Materials

Slide presentation, Online Survey, Information Update, Seating chart, Written Pre-assessments, Colored Pencils, and Graphite Pencils.

Interdisciplinary Relationships

N/A

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Visual Journal **Essential Questions:** How do artists document the development of their artistic process? What is an artist's inspiration called? What are sources of inspiration? What makes a painting successful? How do artists stay motivated? ***The student will be able to:*** Create a Visual Journal by recording all visual data and processes conducted throughout the semester to understand what it means to be an artist. Practice recording data in both visual and written mediums. Strengthen problem solving skills to create a solution to each visual journal assignment. Experiment with different painting mediums and techniques throughout the semester.	AW K A M	A series weekly assignments that are relevant to each lesson (practice) that students will complete during class down-time or at home.	Product Production Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.2.12C 9.2.12L 9.3.12A 9.3.12E 9.3.12G 9.4.12B

Resources/Materials

Painting Sketchbook, Pencils, Erasers, Colored Pencils, Black Sharpie, Watercolor, Watercolor Pencils, Acrylic Paint, Coffee or Tea, Glue, Weekly Assignment List, Rubric.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Organization, Attention to Craftsmanship.
Writing -Reflecting on work production and process.
Science -Exploring different painting mediums and interactions.
History -Relate works in the arts to varying styles and genre and to the periods in which they were created.
Reading -Daily 5-minute museum bell ringers that cover artists, art works, history, styles, interpretation and art criticism.

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Grade Level: 9-12

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Exploring & Caring for Materials & Tools **Essential Questions:** What are the safe and responsible uses of materials? Why should artists care for their tools and materials? ***The student will be able to:*** Identify and understand the safe and responsible uses of tools and materials. Identify, understand and apply practices for caring for paints, pallets and paint brushes.	AW K A M R	**Pre-Assessment** Brushes and Brush Care **Activity:** Painting with Bad Brushes **Video:** Why Brush Care is Important Slideshow presentation and demonstration with a follow along worksheet packet on Types and Brush Care **Practice** Exploring Brush Strokes Activity **Post- Assessment**	Pre-Assessment Teacher Observations Worksheets Exit Tickets Self Reflection Post-Assessment	9.1.12H

Resources/Materials

Slideshow Presentation, Supporting Videos, Brushes in Poor Condition, Various Sizes of New Brushes, Watercolor Paint, Acrylic Paint, Pallets, Worksheets, Exit Tickets, Pre and Post-Assessments.

Interdisciplinary Relationships

21st Century Skills – Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability.
Writing -Reflecting on process.
Science -Exploring different brushes types and their interaction with watercolor and acrylic paint.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Color Wheel & Color Theory Review **Essential Questions:** How is color organized? How do colors interact with one another? How does proper use of a medium, tools and process directly relate to craftsmanship? ***The student will be able to:*** Review, Identify, explain and demonstrate the order of primary, secondary, and tertiary colors on a color wheel Learn how to mix all the secondary and tertiary colors on the color wheel using only the primary colors red, yellow and blue. Learn how to create consistent hues, tints and tones of each color in the color wheel Learn how to paint a crisp edge using watercolor by working "wet onto dry". Apply new learnings to create a color wheel.	AW K AP M R	Daily 5-Minute Museum Bell Ringer. Visual Journal Assignments. Color Wheel Review Kahoot! Direct Instruction and Demonstration: Setting Up The Color Wheel and Design. **Video:** Color Wheel Color Mixing with Watercolor. **Project:** Color Wheel **Activity:** Color Wheel and Brushes Escape Room	Pre-Assessment Kahoot! Teacher Observations Exit Tickets Product Production Self Reflection Rubric Post-Assessment Color and Brush Escape Room	9.1.12A 9.1.12B 9.1.12C 9.1.12H9.1.12J 9.1.12E 92..12K 9.2.12L 9.3.12B 9.3.12C 9.3.12D 9.4.12A 9.4.12C 9.4.12D

Resources/Materials

Supporting Videos, Kahoot!, Online Escape Room, Exit Tickets, Watercolor Palette with Red, Blue, Yellow, WaterColor Brushes (flat or round), Watercolor Paper, Tracing Paper, Computer Paper, Color Wheel Cards, Painters Tape, Scotch Tape, Rulers, Pencils, Painting Palettes, Containers for water, Paper Towels,

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Organization, Attention to Craftsmanship.
Writing -Reflecting on work production and process.
Science -Exploring color and color interactions.
Math- Geometry, symmetry, and radial design.
Reading -Daily 5-minute museum bell ringers that cover artists, art works, history, styles, interpretation and art criticism.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Foodies **Essential Questions** What are traditional painting mediums and techniques? What are the safe and responsible uses of materials? Why should artists care for their tools and materials? How does personal experience influence a work of art? Why is criticism an essential part of an artist's life? ***The student will be able to:*** Identify that oil painting is a traditional medium used in painting. Understand and apply knowledge of proper care and safety when using oil paint and brushes. Proficiently use oil paints and tools to skillfully create a work of art. Proficiently use oil paints and tools to skillfully create a "Foodie" painting. Communicate opinion regarding visual art. Communicate responses to works of art.	AW K AP M	5-Minute Museum Bell Ringer Visual Journal Assignments Slideshow Patterns and Hierarchy with a See Think & Wonder worksheet. Pre-painting assessment Demonstration and direct instruction on How to Load A Brush with Oil Paint. Activity: How to Load A Brush Slideshow "Oil Painting Techniques" and follow along with the worksheet. Demonstration and direct instruction on How to Properly Clean and Store Oil Brushes and Palettes. Activity: Color Mixing with oil paint. Activity: How to sketch and paint a cake with a missing slice. **Project:** Piece of Cake!	Teacher Observations Worksheets Exit Tickets Product Production In Progress Class Critique Self Reflection Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12H9.1.12J 9.1.12K 9.2.12K 9.2.12L 9.3.12B 9.3.12C 9.3.12D 9.4.12A 9.4.12C 9.4.12D

Resources/Materials

Slideshow presentation, 5-Minute Museum Bell Ringer, Visual Journal Assignments, worksheets, Canvas, oil paint, brushes, containers, plastic wrap, pallets, pencils, paper towels, cotton swabs, rulers, protractors, exit tickets, self reflection questions, rubric.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Organization, Attention to Craftsmanship.
Writing -Reflecting on work production and process.
FCS - Baking and decorating cake layers.
Math- Angles, 3 dimensional shapes / forms, perpendicular lines, parallel lines, and measuring.
Reading -Daily 5-minute museum bell ringers that cover artists, art works, history, styles, interpretation and art criticism.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Nature **Essential Questions:** What are traditional painting mediums and techniques? What are the safe and responsible uses of materials? Why should artists care for their tools and materials? How does personal experience influence a work of art? Why is criticism an essential part of an artist's life? ***The student will be able to:*** Identify that watercolor painting is a traditional medium used in painting. Understand and apply knowledge of proper care and safety when using watercolor paint and brushes. Proficiently use watercolor paints and tools to skillfully create a landscape painting. Communicate opinion regarding visual art. Communicate responses to works of art.	AW K AP M	5-Minute Museum Bell Ringer Visual Journal Assignments Pre-painting assessment Demonstration and direct instruction on How to Load A Watercolor Brush Activity: How to Load A Brush Slideshow "Watercolor Techniques" and follow along with the worksheet. Demonstration and direct instruction on How to Properly Clean and Store Watercolor Brushes and Palettes. Review of atmospheric perspective (overlapping). Direct Instruction, Demonstration and Practice on How to Paint; A tree, a rock, clouds, mountains, and grass. Technique Research- Activity Flip Grid Collaboration Recording Technique Research Student Direct In Class Instruction -Teaching Each Other **Project:** Landscapes	Pre-assessment Teacher Observations Worksheets Exit Tickets Product Production In Progress Class Critique Self Reflection Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12H9.1.12J 9.1.12K 9.1.12E 9.2.12K 9.2.12L 9.3.12B 9.3.12C 9.3.12D 9.4.12A 9.4.12C 9.4.12D

Resources/Materials
Slideshow, 5-Minute Museum Bell Ringers, Visual Journal Assignments, watercolors, water containers, paper towels, watercolor brushes, watercolor paper, salt, sugar, alcohol, straws, Q-tips, spray water spray bottles, painters tape, exit tickets, Rubrics, Self-Assessment Questions.
Interdisciplinary Relationships
21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Organization, Attention to Craftsmanship. **Writing** -Reflecting on work production and process. **Science** -Environment **Math-** Overlapping, perspective, **Reading** -Daily 5-minute museum bell ringers that cover artists, art works, history, styles, interpretation and art criticism.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Ordinary Experiences **Essential Questions:** What are traditional painting mediums and techniques? What are the safe and responsible uses of materials? Why should artists care for their tools and materials? How does personal experience influence a work of art? Why is criticism an essential part of an artist's life? ***The student will be able to:*** Identify that acrylic painting is a traditional medium used in painting. Understand and apply knowledge of proper care and safety when using acrylic paint and brushes. Proficiently use acrylic paints and tools to skillfully create a work of art. Create an acrylic painting on observation of an ordinary object. Communicate opinion regarding visual art. Communicate responses to works of art.	AW K AP M	5-Minute Museum Bell Ringer Visual Journal Assignments Pre-painting assessment Demonstration and direct instruction on How to Load A Brush with Acrylic Paint. Activity: How to Load A Brush Video: Ordinary to Extraordinary Slideshow Acrylic Paint and follow along with the worksheet. Demonstration and direct instruction on How to Properly Clean and Store Acrylic, Brushes and Palettes. Activity- "Color Match" Activity- "Painting Values" Worksheet. Demonstration and direct instruction on how to transfer an image to canvas. **Project:** Celebrating Ordinary Objects	Teacher Observations Worksheets Exit Tickets Product Production In Progress Class Critique Self Reflection Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12H9. 1.12J 9.1.12K 9.1.12E 9.2.12K 9.2.12L 9.3.12B 9.3.12C 9.3.12D 9.4.12A 9.4.12C 9.4.12D

Resources/Materials

Slideshow, supporting videos, 5-Minute Daily Museum Bell Ringers, Visual Journal Assignments, acrylic paint, brushes, containers for water, worksheets, objects, iPad, canvas, paper towels, exit tickets, self-assessment, peer review activity, rubric.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Organization, Attention to Craftsmanship.
Writing -Reflecting on work production and process.
Science - Color mixing.
Math- Scale and proportion.
Reading -Daily 5-minute museum bell ringers that cover artists, art works, history, styles, interpretation and art criticism.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Selfie **Essential Questions:** What are traditional painting mediums and techniques? What are the safe and responsible uses of materials? Why should artists care for their tools and materials? How does personal experience influence a work of art? Why is criticism an essential part of an artist's life? ***The student will be able to:*** Identify that mixed media painting is a traditional medium used in painting. Understand and apply knowledge of proper care and safety when using multiple mediums and tools. Understand that a portrait captures and expresses emotion. Use a "selfie" to develop a self portrait that captures personal likeness through intentional placement of unique facial features. Expand on the self portrait to include objects and symbols as part of the composition. Proficiently use multiple mediums and tools to skillfully create a work of art. Communicate opinion regarding visual art. Communicate responses to works of art.	AW K AP M	5-Minute Museum Bell Ringer Visual Journal Assignments Slideshow "Portraits and Emotion" Activity: Series of selfies Worksheet "Self Inventory and Interests" Direct instruction and demonstration "Mixing Skin Tones" Student Practice mixing one's own skin tone. Direct instruction and demonstration on how to collage onto canvas. **Project:** Selfie: Contemporary Portraiture	Teacher Observations Worksheets Exit Tickets Product Production In Progress Class Critique Self Reflection Rubric	9.1.12A 9.1.12B 9.1.12C9. 1.12H9.1. 12K9.1.1 2E 9.2.12K 9.2.12L 9.3.12B 9.3.12C 9.3.12D 9.4.12A 9.4.12C 9.4.12D

Resources/Materials

Slideshow presentation, 5-Minute Museum Bell Ringer, Visual Journal Assignments, iPad, acrylic paints, materials for collage, glue, worksheets, exit tickets, self reflection questions, rubric.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Organization, Attention to Craftsmanship.
Writing -Reflecting on work production and process.
Science -Skin pigment hues and color mixing.
Math- Ratios and measurement.
Reading -Daily 5-minute museum bell ringers that cover artists, art works, history, styles, interpretation and art criticism.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
New Experiences (5 Classes) **Essential Questions:** What are non-traditional painting forms? How do artists expand their body of work? Why is criticism an essential part of an artist's life? How can technology provide a reference for inspiration? How does personal experience influence a work of art? How should artwork be prepared and organized for presentation? ***The student will be able to:*** Research using technology artworks that are inspired by non-traditional painting techniques. Select one non-traditional artist /artwork to create a miniature painting inspired by an artist/ artist of their choice in the painting medium of their choice. Explore using traditional painting materials and/ or tools to create a non-traditional work of art. Set up a collaborative miniature painting exhibition.	AW K AP M R	5-Minute Museum Bell Ringer Visual Journal Assignments. **Video**:13 Artist Who Take Painting To A New Level Artist/ Artwork Internet Research -Worksheet Materials List worksheet (to be completed by student) Process Worksheet (Timeline completion and daily progress reflection). **Project:** Miniature Inspiration Miniature Museum Critique	Teacher Observations Worksheets Product Production Self Reflection Miniature Museum Critique Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.1.12K 9.1.12E 92..12K 9.2.2L 9.3.12B 9.3.12C 9.3.12D 9.4.12A 9.2.12B 9.4.12C 9.4.12D

Resources/Materials

Supporting Videos, Visual Journal Assignments, 5-Minute Museum Bell-Ringers, Student Selected Medium Choices, Worksheets, Popsicle Sticks and Hot Glue, Miniature Canvas or Paper, Non-Traditional Painting Surfaces, Self Reflection Questions, Rubric.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Organization, Attention to Craftsmanship.
Writing -Reflecting on work production and process.
Science -Exploring materials and surfaces in a different way.
Reading -Daily 5-minute museum bell ringers that cover artists, art works, history, styles, interpretation and art criticism.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Portfolio **Essential Questions:** How does reflection on a work of art help to develop skills and techniques? How should artwork be prepared and organized for presentation? ***The student will be able to:*** Reflect upon and assess the characteristics and merits of their work and the work of others. Create in a multimedia format, a portfolio reflecting all work completed over a period of several weeks.	R	Google Slideshow of artworks including reflections. Worksheets to guide written introduction and final reflection of artwork.	Worksheets Presentation Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12E 9.3.12A 9.4.12A

Resources/Materials

iPad, Photographs of student work over a period of several weeks, Written Introductions, Conclusion and Final Self Reflection.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Organization, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Attention to Craftsmanship.
Writing -Reflecting on work production and process.