

## Painting 2024 Curriculum Map

Month	Standard/Learning Target	Program Materials/Resources	Vocabulary	Assessment
<p><i>Jan. 17<sup>th</sup> – Feb. 16<sup>th</sup></i></p>	<p>                     Introductions                      Syllabus                      Rules and Safety in the art room                      Community Agreement                      Review Elements of Art and Principles of Design                      Exercise 1 Value Scale with Black India Ink                      Project 1 Pen and Ink Paintings                      After completing the value scale, students will research sketch, explore ideas and then paint imagery of their choice using different values they created with the india ink                      VA:Cr2.2.HSIII                      Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work                      VA:Cr3.1.HSIII                      Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision                      VA:Cr2.1.HS                 </p>	<p>                     Black India Ink, Palettes, Watercolor brushes, firm and detail brushes, watercolor paper, cups for water, computers and printer for reference photo, sharpies, sharpie pen, black pen, drawing boards, painters tape, sketchbooks                 </p>	<p>                     Value, Value scale, India Ink, Line, Texture, Shape, Space, Form, Balance, Unity, Variety, Emphasis, Movement, Pattern, Proportion, Negative space, Composition, Cohesiveness, Craftsmanship, Organic, Geometric                 </p>	<p>                     Formative assess students' value scales, sketches, verbal checks for understanding                      Summative assess students' final painting for craftsmanship, creativity, and cohesiveness                      Final Critique and Reflection                 </p>

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	a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.			
<i>Feb. 26<sup>th</sup> – March 22<sup>nd</sup></i>	<p>Introduction to color and color theory including mixing Exercise 2 color wheel</p> <p>Students will create a full color wheel on a mini sheet of paper with watercolor paint</p> <p>After completing the color wheel exercise students will research, sketch, and explore ideas for a watercolor painting, using liquid and solid watercolor paint students will create their own watercolor painting, subject of their choice</p> <p>VA:Cn10.1.HSII</p> <p>Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making</p> <p>VA:Re9.1.HSIII Construct evaluations of a work of art or collection of works, based on differing sets of criteria</p> <p>VA:Cr2.1.HS</p> <p>a. Through experimentation, practice, and persistence, demonstrate acquisition of</p>	Watercolor paper, assorted watercolor paints, watercolor brushes, cups for water, ipads or computers used to print off reference, drawing boards, painter’s tape, sketchbooks	Primary, secondary, tertiary, analogous, complimentary colors, color harmony, composition, space, texture, line, value, blending, movement, balance, unity, variety, emphasis, pattern, saturated, transparent, opaque, craftsmanship, cohesiveness, wet on wet, wet on dry technique	<p>Formative assess verbally students’ knowledge on color mixing and color theory (color wheels)</p> <p>Summative assess students’ final paintings for craftsmanship, cohesiveness, and composition.</p> <p>Final Critique and Reflection</p>

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	skills and knowledge in a chosen art form.			
<i>March 25<sup>th</sup> – April 26<sup>th</sup></i>	<p>Introduction to Acrylic Painting</p> <p>Exercise 3 mini-gradient painting on canvas</p> <p>Project 3 Acrylic Painting</p> <p>Students will create an acrylic painting using the techniques discussed in class, knowledge on color mixing, and knowledge gained from doing the gradient exercise</p> <p>VA:Cr2.1.HSIII</p> <p>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept</p> <p>VA:Re9.1.HSII</p> <p>Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>VA:Cr2.2.HSII</p> <p>b. consistently apply ethical standards when making and distributing creative work</p>	<p>Mini-canvases (square), larger canvas panels, assorted acrylic paint, acrylic brushes, cups for water, ipad or computer for printing off reference, palette knives, sketchbooks</p>	<p>Primary, secondary, tertiary, analogous, complimentary colors, color harmony, composition, space, texture, line, value, blending, movement, balance, unity, variety, emphasis, pattern, saturated, transparent, opaque, craftsmanship, cohesiveness, drybrush technique, medium, wet on dry, sponging, blending, gradient</p>	<p>Formative assess verbally students' knowledge of colors and color mixed as well as different acrylic techniques</p> <p>Summative assess students' final paintings (craftsmanship etc.)</p> <p>Final critique and reflection</p>
<i>April 29<sup>th</sup> – May 31<sup>st</sup></i>	<p>Final/Choice Project</p> <p>Students will utilize the different acrylic painting techniques to create a larger painting with subject of their choice</p>	<p>Large canvas pad, assorted acrylic paint, brushes, cups for water, ipad or computer for visual reference, drawing board, painter's tape, palette knives, sketchbooks</p>	<p>Primary, secondary, tertiary, analogous, complimentary colors, color harmony, composition, space, texture, line, value, blending, movement, balance, unity,</p>	<p>Summative assess students' final project for cohesiveness, composition, color theory/mixing etc.</p> <p>Final Critique and Reflection</p>

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	<p>VA:Cr3.1.HSIII          Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision</p> <p>VA:Cr2.1.HS          a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Re7.1.HSIII          Hypothesize ways in which art influences perception and understanding of human experiences</p>		<p>variety, emphasis, pattern, saturated, transparent, opaque, craftsmanship, cohesiveness, drybrush technique, medium, wet on dry, sponging, blending, gradient, underpainting, hue, tint, shade, highlight</p>	
<p><i>June 3<sup>rd</sup> – June 7<sup>th</sup></i></p>	<p>Students will select and present their work in the annual art show (June 7<sup>th</sup>)</p> <p>Students will also write artist statement about their work</p> <p>9-10 R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&amp;RL)</p> <p>L4 Determine or clarify the meaning of unknown and</p>	<p>Portable walls, thumbtacks, tape, paper, markers</p>	<p>Curate, present, display</p>	<p>Summative assess artist statement as well as final critique and reflection of the show</p>

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	<p>multiple-meaning words and phrases, choosing flexibly from a range of strategies</p> <p>VA:Pr4.1.HSII Analyze, select, and critique personal artwork for a collection or portfolio presentation</p> <p>VA:Pr5.1.H Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place</p> <p>VA:Re9.1.HSII Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p>			
<p><i>June 10<sup>th</sup> – June 13<sup>th</sup></i></p>	<p>Course wrap up clean up clean out lockers/paints/palettes etc.</p> <p>VA:Cr2.2.HSIII Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work</p>	<p>Sponges, boxes, rubber bands, cleaning supplies etc.</p>		

