



PAINTING 9TH-12TH

Approved by KSD Board of Education: (3/31/25)

Course Description:

Students will learn techniques and methods of working with tempera, watercolor, and acrylic paint. They will learn color theory and make charts to work on color mixing skills. Applying the elements and principles of design, they will create works from observed study and guided practice. As a culminating project, students will prepare and present a digital portfolio of their artwork.

Grade Level: 9th-12th Grade (semester)

Unit Scope and Sequence

Unit 1: Color Theory

Unit 2: Monochromatic Still Life

Unit 3: Still Life-Observation & Shading

Unit 4: Watercolors

Unit 5: Portrait

Unit 6: Digital Portfolio

Course Enduring Understandings:

- Art is a powerful form of communication where materials, techniques, and intent come together to convey meaning, emotion, and narrative.
- Artistic skill develops through practice, experimentation, and refinement, allowing for deeper impact and personal growth.
- Artists create in response to their world—cultural influences, personal experiences, and historical events.
- Artwork is a dialogue between creator and viewer; understanding artistic intent and justifying creative choices are essential to both making and critiquing art.

Course Essential Questions:

- How are the elements and principles of design chosen in an informed manner?
- How does media choice aid in the success of an artwork?
- Why do artists create the work that they do or have historically done?
- How should an artist present their artwork?
- How should one respond to another person's artwork?

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Unit 1: Color Theory

In this unit, students will learn to create a color wheel and apply color schemes effectively. They will practice mixing colors accurately, developing brush control, and using proper painting techniques. Emphasis will be placed on precision, material care, and cleanup to maintain a productive workspace. By the end of the unit, students will be able to utilize the color wheel to make informed color choices and demonstrate proficiency in handling paint and brushes to create visually engaging artwork.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Artists harness their chosen media as a means of personal expression, transforming materials into powerful visual statements. - The essence of an artwork—its emotion, story, or meaning—is not inherent but is skillfully infused by the artist's intent and technique. - Artistic growth comes through practice—techniques evolve and deepen through repetition, refinement, and exploration. - Artists create in response to their world, drawing inspiration from events, culture, and personal experiences. - Every artist has an intention behind their work; understanding these choices is essential before forming critiques or interpretations. - Both the meaning and the use of media in art are subjective, but artists must be able to thoughtfully justify their creative decisions.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- How to create a color wheel & color schemes - How to build colors with paint & brush control - Proper techniques for using tempera paint - How to properly care for materials & work	- Mix paint accurately to make specific colors - Demonstrate brush control - Correctly utilize the color wheel & color schemes.

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Unit 1: Color Theory

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

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Unit 2: Monochromatic Still Life

In this unit, students focus on developing strong observation skills and an understanding of value through monochromatic studies. Students will explore the concepts of tint, shade, and tone to create a range of values using both pencil and acrylic paint. They will practice blending and mixing acrylics while learning essential painting techniques and cleanup procedures. Through guided exercises, students will create value scales in both pencil and paint, enhancing their ability to depict light and shadow.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Artists harness their chosen media as a means of personal expression, transforming materials into powerful visual statements. - The essence of an artwork—its emotion, story, or meaning—is not inherent but is skillfully infused by the artist's intent and technique. - Artistic growth comes through practice—techniques evolve and deepen through repetition, refinement, and exploration. - Artists create in response to their world, drawing inspiration from events, culture, and personal experiences. - Every artist has an intention behind their work; understanding these choices is essential before forming critiques or interpretations. - Both the meaning and the use of media in art are subjective, but artists must be able to thoughtfully justify their creative decisions.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- How to utilize their observation skills - How to use tint, shade, and tone to create values - Proper acrylic paint techniques and cleanup	- Practice blending & mixing acrylic paints. - Create value scales with pencil and paint - Use observation skills/techniques to create a still life in pencil - Use observation skills/techniques to create a monochromatic still life in acrylic paint

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Unit 2: Monochromatic Still Life

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).

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Unit 3: Still Life-Observation and Shading

This unit focuses on developing strong observation skills through the study of still life. Students will learn to carefully analyze shapes, proportions, light, and shadow to create realistic drawings and paintings. Using various techniques, they will practice capturing depth, texture, and form while working with pencil and paint. Through guided exercises and projects, students will refine their artistic skills and deepen their understanding of composition, value, and detail in still-life artwork.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Artists harness their chosen media as a means of personal expression, transforming materials into powerful visual statements. - The essence of an artwork—its emotion, story, or meaning—is not inherent but is skillfully infused by the artist's intent and technique. - Artistic growth comes through practice—techniques evolve and deepen through repetition, refinement, and exploration. - Artists create in response to their world, drawing inspiration from events, culture, and personal experiences. - Every artist has an intention behind their work; understanding these choices is essential before forming critiques or interpretations. - Both the meaning and the use of media in art are subjective, but artists must be able to thoughtfully justify their creative decisions.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- The importance of observation skills in accurately depicting objects. - How to analyze and apply light, shadow, and value to create depth. - How to use various drawing and painting techniques to capture form and texture. - Proper handling and care of art materials,	- Identify and apply highlights, mid-tones, and shadows to create depth. - Use value scales to enhance realism in their artwork. - Demonstrate blending and shading techniques with both pencil and paint. - Apply monochromatic and full-color

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Unit 3: Still Life-Observation and Shading

including pencils, brushes, and paints.

techniques to still-life drawings and paintings.

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

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Unit 4: Watercolors

This unit introduces students to the fundamentals of watercolor painting, focusing on technique, control, and creative expression. Students will explore fundamental watercolor methods. They will develop skills in color mixing, layering, and creating smooth gradients to enhance depth and texture in their work. Students will learn proper care and maintenance of materials. By the end of the unit, students will confidently apply watercolor techniques to create dynamic and expressive artwork.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Artists harness their chosen media as a means of personal expression, transforming materials into powerful visual statements. - The essence of an artwork—its emotion, story, or meaning—is not inherent but is skillfully infused by the artist's intent and technique. - Artistic growth comes through practice—techniques evolve and deepen through repetition, refinement, and exploration. - Artists create in response to their world, drawing inspiration from events, culture, and personal experiences. - Every artist has an intention behind their work; understanding these choices is essential before forming critiques or interpretations. - Both the meaning and the use of media in art are subjective, but artists must be able to thoughtfully justify their creative decisions.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- How to properly mix colors to achieve desired hues, tints, and shades. - How water and brush pressure affect paint application and blending. - Composition principles for effective watercolor paintings. - Proper care and maintenance of	- Apply various watercolor techniques to achieve different textures and visual effects. - Mix and layer colors effectively to create depth in compositions - Use gradients to enhance form and value. - Experiment with expressive brushwork

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Unit 4: Watercolors

watercolor materials, including brushes and paper.	- and creative applications of watercolor. - Plan and execute a watercolor painting with thoughtful composition and technique.
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Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

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Unit 5: Portraiture

This unit introduces students to the art of portrait painting. Students will focus on capturing accurate proportions and facial structures. Students will learn to observe and analyze the human face, studying key features and their relationships to one another. Emphasis will be placed on understanding composition, contrast, and using paint to bring life and expression to the portrait. By the end of the unit, students will have developed the skills to create realistic and expressive painted portraits.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Artists harness their chosen media as a means of personal expression, transforming materials into powerful visual statements. - The essence of an artwork—its emotion, story, or meaning—is not inherent but is skillfully infused by the artist's intent and technique. - Artistic growth comes through practice—techniques evolve and deepen through repetition, refinement, and exploration. - Artists create in response to their world, drawing inspiration from events, culture, and personal experiences. - Every artist has an intention behind their work; understanding these choices is essential before forming critiques or interpretations. - Both the meaning and the use of media in art are subjective, but artists must be able to thoughtfully justify their creative decisions.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- The basic proportions of the human face and the relationships between key features (eyes, nose, mouth, etc.). - How to use composition techniques to enhance the focus and impact of a portrait. - The role of contrast, color, and brushwork	- Apply painting techniques to render realistic facial features, texture, and depth. - Use composition and contrast to create a balanced portrait painting - Demonstrate the use of paint to bring life, light, and emotion into a portrait.

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Unit 5: Portraiture

- in creating portraits. - The importance of observation and attention to detail in capturing likeness. - How to effectively use different painting mediums to achieve a realistic portrait.	Critique and reflect on their work, making adjustments to improve accuracy and expression.
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Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

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UNIT 6: Digital Portfolio

In this unit, students learn to document their artwork with descriptive and quality photographs. They create a portfolio of all artwork they produced during the semester and write a reflection on their progress and growth.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Artists harness their chosen media as a means of personal expression, transforming materials into powerful visual statements. - The essence of an artwork—its emotion, story, or meaning—is not inherent but is skillfully infused by the artist's intent and technique. - Artistic growth comes through practice—techniques evolve and deepen through repetition, refinement, and exploration. - Artists create in response to their world, drawing inspiration from events, culture, and personal experiences. - Every artist has an intention behind their work; understanding these choices is essential before forming critiques or interpretations. - Both the meaning and the use of media in art are subjective, but artists must be able to thoughtfully justify their creative decisions.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
How to document their artwork with descriptive and quality photographs, how to transfer and organize their photographs to and on their laptop, and how to create a slideshow portfolio of their work.	Create a portfolio and written reflection of their semester's work.

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UNIT 6: Digital Portfolio

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).