



# Painting Studio - Unit 1 - Monochromatic Master Copy

## Unit Focus

Welcome to the studio! In this unit, students will master the fundamentals of monochromatic paint mixing, learning to manipulate value and contrast without the distraction of hue. Students will apply these skills by creating an observational study of a classic Impressionist or Post-Impressionist landscape. Students will progress through the full creative cycle, from initial thumbnail sketches to define major masses, to the precise transfer of those forms onto a final canvas. This work functions as an exercise in Design. To succeed in the post-assessment, students must demonstrate how they studied master works to generate their own compositional plan. Students are not simply copying; they are designing an approach. They must be able to articulate how they planned their main masses and how those strategic choices, made before paint touched the canvas, directly impacted the depth and balance of the final painting.

## Stage 1: Desired Results - Key Understandings

| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>National Core Arts Standards</b><br>Visual Arts: HS Proficient <ul style="list-style-type: none"><li>Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a)</li><li>Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. (VA:Cr3.1.HSI.a)</li></ul> <b>Madison Public Schools Profile of a Graduate</b> <ul style="list-style-type: none"><li>Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)</li></ul> | <i>Students will be able to independently use their learning to...</i><br><b>T1</b> Develop and refine techniques and skills through purposeful practice and application to become more fluent<br><b>T2</b> Create works of art to personally engage in the artistic process and/or communicate meaning<br><b>T3</b> Engage in critique to inform next steps or deepen examination of an artistic work                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Understanding(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Essential Question(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>Students will understand that...</i><br><b>U1</b> Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.<br><b>U2</b> Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.<br><b>U3</b> Artists' creative choices are influenced by their expertise, context, and expressive intent. | <i>Students will keep considering...</i><br><b>Q1</b> What does quality look/feel/ sound like? How do I fine tune my work for and with an audience?<br><b>Q2</b> What am I learning or have I learned from creating this work of art?<br><b>Q3</b> What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?<br><b>Q4</b> How do I show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work? |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Acquisition of Knowledge and Skill</b>                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Skill(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>Students will know...</i><br><b>K1</b> Sighting and measuring helps artists develop and maintain proper proportions and perspective as they draw<br><b>K2</b> Artists mix paint colors to achieve specific values<br><b>K3</b> Artists can create unique marks with paint and their chosen tools.<br><b>K4</b> Self-reflection and critique aids the artist in developing their work.                                                              | <i>Students will be skilled at...</i><br><b>S1</b> Using appropriate citing and measuring techniques to keep painting proportional to the original reference.<br><b>S2</b> Applying values to render form and create the illusion of depth.<br><b>S3</b> Modelling form with brushwork, to recreate the stylistic characteristics of master work.<br><b>S4</b> Engaging in critique of their work and the work of their peers to inform work in progress and future work.                                |