



Painting Studio - Unit 3 - Landscape

Unit Focus

Students will capture the beauty of the natural world by translating a photograph of a favorite or dream location into a dynamic painting. Students will explore landscape fundamentals, including spatial recession, atmospheric perspective, and light quality. Through guided practice and direct demonstration, students will transform a two-dimensional reference into an evocative, three-dimensional space on canvas. This project challenges students to use Design to solve the problem of spatial translation. Students are required to engage in a process to refine composition for an intended emotional purpose. Students will document preparatory work specifically how they selected and cropped their reference image to demonstrate that the final painting results from a purposeful plan rather than a direct, unedited replication of the source photo.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Visual Arts: HS Accomplished <ul style="list-style-type: none"> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. (VA:Cr1.2.HSII.a) Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. (VA:Cr3.1.HSII.a) Analyze, select, and critique personal artwork for a collection or portfolio presentation. (VA:Pr.4.1.HSII.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none"> Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) 	<i>Students will be able to independently use their learning to...</i> T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent T3 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T4 Engage in critique to inform next steps or deepen examination of an artistic work	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U2 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work. U3 Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist.	<i>Students will keep considering...</i> Q1 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q2 What does quality look/feel/ sound like? How do I fine tune my work for and with an audience? Q3 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next? Q4 What am I learning by engaging in critique?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Artists simplify compositions by identifying main masses of subject matter K2 Artists adjust color intensity with complimentary and/or analogous colors K3 Artists leverage mark making and color to influence the illusion of light and shadow to create form	<i>Students will be skilled at...</i> S1 Drawing shapes of main masses to build composition S2 Using the white of the page to influence hues with watercolor (if applicable) S3 Interpreting photographic images into paintings