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| **Course Name:** | **Painting 1** | | | | | | |
| **Course Description** | This course will introduce the basics of painting. Projects will guide students through the basics of color mixing, composition, and visual problem solving. Painting techniques in watercolor, acrylic and oil based mediums will be explored. The joy of self-expression through art and its influence on culture will be emphasized. This will be achieved by relating art history, criticism and aesthetics to each studio project. The many fields, which utilize painting skills, will be reviewed and guest speakers will be invited to speak on their fine art or commercial art careers. Students will study major movements in painting, utilize this knowledge in their own work and understand the difference between literal and abstract art artworks. | | | | | | |
| | | | | | | | |
| CREATING | SEMESTER ONE | | | SEMESTER TWO | | | |
| | **Prof.VA:Cr1.1** | **Prof.VA:Cr1.2** | **Prof.VA:Cr2.1** | **Prof.VA:Cr2.2** | **Prof.VA:Cr2.3** | **Prof.VA:Cr3** | |
| | Use multiple approaches to begin creative endeavors. | Shape an **artistic investigation** of an aspect of present-day life using a contemporary practice of **art** or **design**. | Engage in making a work of **art** or **design** without having a preconceived plan. | Explain how traditional and nontraditional **materials** may impact human health and the environment and demonstrate safe handling of **materials**, tools, and equipment. | **Collaboratively** develop a proposal for an **installation**, **artwork**, or space **design** that transforms the perception and experience of a particular place. | Apply **relevant criteria** from traditional and contemporary **cultural contexts** to examine, reflect on, and plan revisions for works of **art** and **design** in progress. | |
| **Overarching Concepts** | **Knowledge (Concepts)** | **Skills** | **Practices** | **Knowledge (Concepts)** | **Skills** | **Practices** | |
| Personal Expression | Sense of Self (Identity) | Bulding self-confidence, perseverance | | Sense of Self (Identity) | Embracing mistakes, risk-taking, experimenting | | |
| | artist exemplars | | | artist exemplars | | | |
| | contemporary - historical | | | contemporary - historical | | | |
| | Art movements/periods/styles | | | Art movements/periods/styles | | | |
| | realism, abstract, non-objective | | | realism, abstract, non-objective | | | |
| Painting Skills | Skill Development | Review drawing techniques throughout the semester as needed (see below) | | Skill Development | Review drawing techniques throughout the semester as needed (see below) | | |
| | | observationsl drawing | | | gesture drawing | | |
| | | contour drawing - blind, cross-contour, contour | | | Proportion | | |
| | | shading: cross hatching, hatching, stippling, gradation | | | Drawing from memory (imagination) | | |
| | | 2d shape into 3d form: cube, cylinder, cone, sphere | | | Perspective: 1 pt and 2 pt | | |
| | | Negative/Positive Space | | | Figure drawing | | |
| | | Grid method | | | | | |
| | | Watercolor techniques: | | | Mixed Media Techniques: | | |
| | | wet into wet | | | watercolor/colored pencils | | |
| | | Masking | | | watercolor/ink | | |
| | | splattering | | | wax/crayons | | |
| | | layering | | | glue | | |
| | | salt | | | Yarn | | |
| | | gradations | | | Collage | | |
| | | wet into dry | | | Stencils/stamps | | |
| | | Blotting | | | | | |
| | | Line weight | | | Tempera Techniques: | | |
| | | Dry brush | | | Translucency/Opacity | | |
| | | Resist | | | Mixing tints and shades | | |

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| | | Lifting technique | | | Gradations | | |
| | | | | | Mixing colors | | |
| | | | | | Line weight | | |
| | | | | | Textures | | |
| | | | | | under painting techniques | | |
| Design | Composition | Review compositional devices (Rule of Odds, Rule of Thirds, Cruciform, Framing) | | Composition | Use of compositional devices | | |
| | Principles of Design: | Emphasis | | Principles of Design: | Movement | | |
| | | Balance: Radial, Symetrical, Asymetrical | | | Rhythm | | |
| | | Contrast | | | Pattern | | |
| | | Placement of positive/negative shapes | | | Unity/Variety | | |
| | | | | | Repetition | | |
| | | | | | Proportions/Scale | | |
| | Elements of Art | Further development of technical skills through the integration of Line, Shape, Value, Color, Space, Form, Texture | | Elements of Art | Further development of technical skills through the integration of Line, Shape, Value, Color, Space, Form, Texture | | |
| | Exploration of Color | Color Theory Refreshers (Primary, Secondary, Tertiary, Complementary, Warm, Cool, Analagous) | | Further Exploration of Color | Demonstrating the use of color for personal expression | | |
| | | Moods, Emotions | | | | | |
| | | Atmospheric Perspective | | | | | |
| Creativity | Creative Applications | problem solving | | Creative Applications | problem solving | | |
| | | artistic investigations | | | artistic investigations | | |
| | | brainstorming | | | brainstorming | | |
| | | thumbnail sketches | | | thumbnail sketches | | |
| | | exercises | | | exercises | | |
| | | warm-ups | | | warm-ups | | |
| | | Plein Air | | | Plein Air | | |
| | Planning | thumbnail sketches | | Planning | thumbnail sketches | | |
| | | rough drafts | | | rough drafts | | |
| | | investigation/research | | | investigation/research | | |
| | | revisions/refinements | | | revisions/refinements | | |
| | | demonstrations | | | demonstrations | | |
| Media | Use of Media | Pencils | | Use of Media | Mixed Media: | | |
| | | Watercolor Cakes/Tubes | | | Colored pencils | | |
| | | Watercolor pencils | | | Ink | | |
| | | Guache | | | Crayons | | |
| | | Crayons | | | Tempera Paint | | |
| | Use of Tools | sketchbooks | | Use of Tools | digital painting | | |
| | | rulers | | | adobe suite | | |
| | | stencils | | | | | |
| | | stamps | | | Tempera Brush Care: | | |
| | | technology - references | | | Clean brush with soap after each use | | |

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| | | watercolor paper (90 lb - 140lb) | | | Bristles Up in Cup or laying flat | | |
| | Understanding various types of brushes and their applications | Round brushes | | Understanding various types of brushes and their applications | Round brushes | | |
| | | Flat brushes | | | Flat brushes | | |
| | | Fan brushes | | | Fan brushes | | |
| | Overview of the anatomy of brushes | Sizes and anatomy of the brush | | Overview of the anatomy of brushes | Sizes and anatomy of the brush | | |
| | Support for the technical use of brushes | Appropriate application of brushes | | Support for the technical use of brushes | Appropriate application of brushes | | |
| | | Watercolor Brush Care: | | | Tapping sideways | | |
| | | Clean brush with water or soap | | | Reshaping the bristles | | |
| | | Bristles Up in Cup or laying flat | | | How brushes are made | | |
| | | Tapping Sideways | | | | | |
| | | Reshaping the bristles | | | Palette Care for Tempera | | |
| | | How brushes are made | | | Cover palette with plastic bag or plastic lid | | |
| | | | | | Disposable parchment paper or palette paper | | |
| | | Palette Care for Watercolor: | | | | | |
| | | Wipe palette tray | | | Painting with palette knife | | |
| | | Clean out mixing wells | | | Squeegee | | |
| | | | | | Rollers | | |
| | | | | | Poster board | | |
| | | | | | Mixed Media Paper | | |
| Craftsmanship | Actualization of artwork through revision and refinement | Purposeful planning, preparation and attention to detail so that it contributes to the effectiveness of the composition | | Actualization of artwork through revision and refinement | Purposeful planning, preparation and attention to detail so that it contributes to the effectiveness of the composition | | |
| PRESENTING | SEMESTER ONE | | | SEMESTER TWO | | | |
| | **Prof.VA:Pr4** | **Prof.VA:Pr5** | **Prof.VA:Pr6** | | | | |
| | Analyze, select, and **curate** artifacts and/or **artworks** for presentation and **preservation**. | Analyze and evaluate the reasons and ways an exhibition is presented. | Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. | | | | |
| **Overarching Concepts** | **Knowledge (Concepts)** | **Skills** | **Practices** | **Knowledge (Concepts)** | **Skills** | **Practices** | |
| Preservation of Work | Photographing work | Do's and Don't's of photographing | | Photographing work | Do's and Don't's of photgraphing | | |
| | | Lighting | | | Adjusting the exposure | | |
| | | Square in the camera frame | | | Cropping | | |
| | | Camera Flat over artwork | | | Adjusting colors and values | | |
| | Protection of Work | Matting, Framing with Non Glare Glass/Plexiglass | | Protection of Work | Watermarks | | |
| | | | | | Copyright | | |
| | Physical storage of work | Artist Portfolios | | Physical storage of work | Digital Portfolios | | |

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| Curation of Work | Portoflio | Building a digital portfolio | | Describe Impact and meaning of an exhibition | Analyze, describe, and evaluate the reasons and ways an art exhibition is presented in mulitple contexts | |
| | | | | Demonstrate awareness of cultural context in an exhibition | | |
| | | | | Curating portfolio of own work | | |
| **RESPONDING** | SEMESTER ONE | | | SEMESTER TWO | | |
| | Prof.VA:Re7.1 | Prof.VA:Re7.2 | Prof.VA:Re8 | Prof.VA:Re9 | | |
| | Hypothesize ways in which **art** influences perception and understanding of human experiences. | Analyze how one's understanding of the world is affected by experiencing visual imagery. | Interpret an **artwork** or collection of works, supported by relevant and sufficient evidence found in the work and its various **contexts**. | Establish **relevant criteria** in order to evaluate a work of **art** or collection of works. | | |
| **Overarching Concepts** | **Knowledge (Concepts)** | **Skills** | **Practices** | **Knowledge (Concepts)** | **Skills** | **Practices** |
| **Art Philosophy** | What is Painting? What painting can be. | Recognize different techniques and materials used in historical and contemporary painting movements | | What is Painting? What painting can be. | Recognize different techniques and materials used in historical and contemporary painting movements | |
| | | Identify and describe different painting media and techniques | | | Identify and describe different painting media and techniques | |
| | Traditional and cultural influences | Awareness of artists and artwork from historical and contemporary artists and practices | | Traditional and cultural influences | Understanding of artists and artwork from historical and contemporary artists and practices | |
| | Careers in art | Recognize different forms of art and art related career opportunities within a global context | | Careers in art | Recognize different forms of art and art related career opportunities within a global context | |
| | Creativity, originality | Awareness of copyright, appropriation, fair use, creative commons, open source | | Creativity, originality | Awareness of copyright, appropriation, fair use, creative commons, open source | |
| **Aesthetics** | Review of Aesthetics | | | Aesthetics | Articulating an understanding of aesthetics | |
| **Critique** | Self evaluation | Speaking, listening, writing using visual arts vocabularies | | Peer Critiques and at end of projects | TAG (tell, ask, give a suggestion) or other framework for peer critiques | |
| | Self-critique in process | Practice self-critique based on criteria | | | Engage in peer critiques (speaking/listening, reading/writing or with media technology ) | |
| | Critique | Making recommendations for improvement | | Evaluate and examine artworks, own and others | 4-Step Model (Feldman): Describe, analyse, interpret, judge | |

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| | Self-assessment | Engage in self-reflection and develop a plan to revise artwork | | | Establish relevant criteria in order to evaluate a work of art or collection of works. | |
| | Self-assessment, end of project | Use of guided questions based on rubric/scoring guide/criteria | | Self-assessment, end of project | Use of guided questions based on rubric/scoring guide/criteria | |
| | | Engage in evaluating and examining artworks | | | Engage in evaluating and examining artworks | |
| | | Provide and receive constructive criticism (actionable feedback) as a class, in small groups, and individually | | | Provide and receive constructive criticism (actionable feedback) as a class, in small groups, and individually | |
| | Self-reflection and context | Personal responses to own work | | Self-reflection and context | Personal responses to own work and artwork in other contexts | |
| **Historical and Contemporary Movements and Artists** | Exposure to accomplished artists and artwork including contemporary artists and practices in painting | | | Exposure to accomplished artists and artwork including contemporary artists and practices in painting | Describe and interpret works through various contexts with relevant and sufficient evidence using the 4-step model | |
| | Exposure to various cultures throughout time | | | Exposure to various cultures throughout time | | |
| | | | | Reading works of art: Symbolism and Meaning | Reading works of art to relate to the artist's intent, mood, and/or message through visual evidence | |
| **CONNECTING** | SEMESTER ONE | | | SEMESTER TWO | | |
| | Prof.VA:Cn10 | Prof.VA:Cn11 | | | | |
| | Document the process of idea development, form early-stage ideas to fully elaborated ideas. | Describe how knowledge of culture, traditions, and history may influence personal responses to art. | | | | |
| **Overarching Concepts** | **Knowledge (Concepts)** | **Skills** | **Practices** | **Knowledge (Concepts)** | **Skills** | **Practices** |
| **Purpose of Art** | Personal experiences | Using personal experience to create artworks | | Personal experiences | Using personal experience to create artworks | |
| | Self-expression | Sharing/discussing feelings, emotions, thoughts, opinions | | Self-expression | Sharing/discussing feelings, emotions, thoughts, opinions | |
| **Interactions with art** | How does painting enrich peoples lives | Articulating awareness | | How does painting enrich peoples lives | Research - Study and learn from artists | |
| | Attuned to people to their surrounding: environments, communities, lives | Progress from copying to creating original work | | Attuned to people to their surrounding: environments, communities, lives | To move to creating own original artwork | |
| | What impacts, inspires us to make art | | | What impacts, inspires us to make art | Inspired by artists studied | |
| **Societal, Cultural and Historical Context** | How is painting influenced by time, place and culture? | Ability to dialogue and discuss | | How does painting relate to time, place and cultures? | Express their ideas related to time, place, culture, feelings, ideas | |