Unit 4 Painting with Texture

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Generic Time Period**
Length: **8 classes**
Status: **Published**

Unit Overview

Building upon their knowledge of observational drawing, color, value, painting techniques, and methods and processes this hands-on studio production-based unit encompasses growth in painting skills in the creating of artwork.

The use of different methods, techniques, and processes will be used when creating artwork. The elements of art highlighted in this unit will be value and texture. Other elements and principles of art include; composition, balance, line, proportion, shape/form, space, color, unity, and emphasis.

Through this unit students will be able to begin to recall their knowledge of art history and art genre when referring to artwork that uses the elements of art and design when it refers to painting. They will build skills by making art and by recalling how other artists use these same methods, techniques, and processes to better understand artwork and methods. Students will evaluate their own artwork in relation to the unit.

Standards

VPA.6-8.1.3.8.1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.6-8.1.3.8.2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.6-8.1.3.8.3	The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
VPA.6-8.1.3.8.5	Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
VPA.6-8.1.4.8.1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.6-8.1.4.8.2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
VPA.6-8.1.4.8.3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

VPA.6-8.1.4.8.6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.6-8.1.4.8.7	Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

Essential Questions

- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?
- Why is active participation in the creation of art essential to understanding the creative process?
- How does making art help us understand the technical proficiency of an artist's work?
- How can we develop our own personal aesthetic?
- What makes a work of art successful?
- How does our acquisition of knowledge and skills in art enhance our ability to be creative and inventive decision-makers?
- What's the difference between a thoughtful and a thoughtless artistic judgment?
- How does our knowledge of aesthetics and elements/principles of art help us critique works of art?

Application of Knowledge: Students will know that...

- Abstract ideas may be expressed in works of visual art using a genre's stylistic traits
- Active participation in art is essential to deep understanding of the imaginative and creative process
- Aesthetic awareness stimulates the imagination.
- Awareness of basic elements of style and design in visual art inform the creation of criteria for judging originality
- Fluency in painting mediums, and the use of appropriate tools associated with working in these mediums, are components of art-making
- In order to articulate thoughts about a work of art one must be able to describe the technical proficiency of an artist's work.
- One needs recognize the elements and practice the principles unique to art in order to create artwork
- Technological changes have and will continue to substantially influence the development and nature of the arts
- There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork
- Tracing the history in visual art in world cultures provides insight into the lives of people and their values
- When critiquing a work of art one must be able to identify and differentiate the formal structures within the artwork.

Application of Skills: Students will be able to...

- Communicate ideas about the social and personal value of art.
- Compare and contrast works of art in various media that utilize the same arts elements and principles of design.
- Construct (written and orally) a critique using the formal structure of description, analysis, interpretation and judgment.
- Describe the technical proficiency of the artwork in writing and orally.
- Incorporate various art elements and principles in the creative process.
- Judge artistic expression and quality in works of art. (their own creations and in the work of others)
- Produce two-dimensional works of art individually and/or collaboratively.
- Recognize and use various media, materials, process and technologies to create different works of art.
- Use aesthetic knowledge in the creation of and in response to visual arts.
- Use the elements and principles or art as a basis for the creation of works of art.

Assessments

Teacher made rubric(s) to define and assess the application, process, and product regarding:

- The understanding of incorporating various elements of art and principles of design such as; balance, value, line, proportion, shape/form, space, color, unity, texture, composition and emphasis to enhance technical painting skills.
- The understanding of art genres associated with discipline-specific arts terminology and stylistic approaches to art-making
- The understanding of art making techniques such as: the various mixing paint techniques and applications, texture techniques, observational and compositional techniques as well as color theory and the use of paint as a medium.
- The ability to be fluent in different paint mediums and terminology such as tempera, acrylic paint and textured mediums.
- The ability to recognize different genres of art and themes in art
- Analyze ones artwork and artwork of others based on technical proficiency, compositional design, the use of elements and principles and different media, and how and if the artist has a stylistic approach to making art.

Engage in frequent student-teacher in-class conversations to gage understanding and re-direct and guide learning as necessary.

- Written or Oral student self-assessment
- Written or Oral teacher assessment

Suggested Activities

Media, skills, methods, and terminologies are all part of the making of art. Relating the elements of art and principles of design, various types of genres, and universal themes help to express or enhance technical skills and creative ideas.

Recall and discuss artwork that depicts how the elements of art and design are used and which reflects an understanding of visual culture in art history that is based on thematic content which has been stylistically interpreted by artists over time.

Recall and discuss artwork depicting elements of art value and texture.

- E.g, Vincent Van Gogh, Starry Night, 1889
- E.g, Artwork from the Impressionist 1870s-1880s and Expressionist movement 1890s
- E.g, Pablo Picasso's, Blue period and Rose period
- E.g, Edvard Munch, The Scream, 1893
- E.g, Abstract artwork of artist Jackson Pollack

Building upon painting techniques, create a textured painting using acrylic paint and textured mediums that demonstrates painting skills of mixing paint, mixing paint to achieve tints and shades, paint tool application and proper use, and texture application skills.

Engage in critiquing of ones artwork or artwork of others using critique mythologies

Activities to Differentiate Instruction

Each student will work at his/her level of skill readiness and interest to interpret the assignment/s.

Students with needs and challenges:

- In the visual arts students will be given opportunities to increase their communication, fine and gross motor, choice-making and social interaction skills.
- Students will be able to discover and explore the fundamental elements of visual arts through the creation of artistic products. These elements include color, value, line, texture, timing.
- Students will be given opportunities to express and communicate ideas verbally or non-verbally (typing, writing, pictorially) when referring to the aesthetics and making artwork. They will create works of art individually and with others. Assistance and modification will be offered.
- Examples are: limit amount of different textures that can be used in a painting. Allow to create an abstract painting which divides the canvas into 5 parts or allow student to create a textured painting of an animal that display less detail. Provide tempera paint as the painting medium. Teacher will work one to one with student in demonstrating and assisting when needed and as often as needed. Teacher will assist and demonstrate uses of materials. Materials to use will be limited if it applies to the specific student. Depending on the students challenges different tools will be given to aide in student success. Such tools are: thick graphite, erasers and art gummy Kneaded erasers, pencils that offer different degrees of hardness and softness to aid in the amount of pressure is needed to create a line, wood-less pencils and color pencils, tempera paint or tempera sticks. Pare share, working with a partner or group on discussing and creating artwork. Using computer, visual communicators or orally to express and

communicate thoughts and ideas in reference to art.

Advanced learners:

- Students can explore ideas and ways they can display painting skills and texture. Students use a multitude of texture mediums and acrylic paint when creating a painting. Students can choose large canvas and subject matter to create their paintings. Paintings of dragons can be achieved displaying painting skills learned. Color mixing and theory using acrylic paint can be explored such as the techniques, methods and processes encompassing acrylic paint.
- Students can choose any choice of genre or cultural artwork and explain (written or orally) how the genre or cultural artwork reflects the methods, techniques and processes of painting. They can express how ones artwork compares to historical/cultural artwork by analyzing the elements and principles of art used in the lesson.

Integrated/Cross-Disciplinary Instruction

Math: concepts will be in place with the relation to proportion, composition and size. Use of ruler as measurement.

Language: vocabulary content by learning the art from many cultures:

- Terminology used in each area and style of art

Social Studies: by learning about the history and culture of people around the world:

- Diversity of world peoples and their individual art styles
- Vocabulary used to understand art names/styles

Science: the study of color theory and paint media

Resources

"Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview." *Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview*. New Jersey Department of Education, n.d. Web. 07 July 2015. <http://www.state.nj.us/education/modelcurriculum/vpa/v/>.

"About the NEA." *National Council on the Arts*. National Endowment For the Arts, n.d. Web. 07 July 2015. <http://arts.gov/about/national-council-arts>.

"NAEA - National Art Education Association." *Home • National Art Education Association*. NAEA, n.d. Web. 07 July 2015. <http://www.arteducators.org/>.

Rohrer, Ken. "The Incredible Art Department (IAD)." *Incredible Art Department*. N.p., n.d. Web. 10 July

2015. <http://www.incredibleart.org/>.