Unit 3 Introduction to Painting

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Generic Time Period**
Length: **15 classes**
Status: **Published**

Unit Overview

Building upon student knowledge of observational drawing, color, value, and painting techniques, methods, and processes, this hands-on studio production-based unit encompass a beginning approach to painting skills in the creating of artwork.

The use of different methods, techniques, and processes will be used when creating artwork. The elements and principles of art such as; balance, value, line, contrast, shape/form, space, color, unity, and emphasis as well as composition will be used in this unit.

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

Standards

VPA.6-8.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
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.6-8.1.3.8.5	Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
VPA.6-8.1.3.8.6	The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.
VPA.6-8.1.4.8.1	Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
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.6-8.1.4.8.4	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
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 can manipulating the use of elements and principles evoke an emotional response to a work of art?
- How does visual art represent important ideas, issues and events in a society?
- 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
- Elements and principles common to all visual arts have relevance in daily life.
- Fluency in these mediums, and the use of the 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
- 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, contrast, shape/form, space, color, unity, and emphasis as well as composition 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, 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 watercolor, tempera, and acrylic paint
- 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.

Building upon prior knowledge of observational drawing create journal studies that demonstrate progression of the understanding of painting techniques, media methods, and terminologies.

In visual journal:

- E.g, using tempera paint, paint a black and white gray scale study demonstrating how to mix and apply tints and shades depicting shading and blending methods and techniques using the element of art value
- E.g, using tempera paint, paint a monochromatic color value scale study demonstrating how to mix and apply tints and shades depicting shading and blending methods and techniques using the element of art value

View 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. View and discuss artwork depicting how art evokes emotion and how the elements of art and design such as; line, value, color, emphasis, texture and contrast aide in producing emotion in art.

- E.g, Pablo Picasso's, Blue period and Rose period
- E.g, Edvard Munch, The Scream, 1893
- E.g, Henry Rousseau, Tiger in a Tropical Storm, 1891
- E.g, Abstract artwork of artist Picasso and Jackson Pollack

Create an abstract painting using acrylic or tempera paint that demonstrates prior drawing and compositional techniques and painting skills and how to apply it to a composition using tints and shades. Artwork can display a theme or evoke emotion.

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,tecture, 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: limiting how many times objects are drawn, provide tempera paint as the painting medium. Teacher will work one-on-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 acrylic painting skills. 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 acyrlic 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 processess 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/>.

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"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/>.