Unit 2: Rendering, Realism & Communication

Content Area: **Arts**
Course(s): **Foundations of Painting**
Time Period: **Semester 2**
Length: **10 WEeks**
Status: **Published**

Standards

MA.G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3a	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.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.
MA.G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and

	audience.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Enduring Understanding

1. Artists and designers continually experiment with forms, materials, and concepts, balancing artistic freedom with practical considerations to create work that defines and enhances human experience.

2. Through art criticism and analysis, people gain profound insights into the meanings of artworks, deepening their understanding of society, culture, and history.

3. Art professionals, including artists and curators, carefully consider evolving technologies and various factors when preparing, refining, and preserving artworks for display and public engagement.

Essential Questions

1. What factors encourage or prevent individuals from taking creative risks, and how do these risks impact artistic expression?

2. How does the presentation and sharing of art influence and shape the ideas, beliefs, and experiences within a society?

3. How does an objective evaluation of art differ from a personal preference, and why is this distinction important in understanding art's impact?

Knowledge and Skills

Students will be able to:

- Identify, define and utilize the principles of design (balance, unity, contrast, emphasis, pattern, movement, and rhythm).
- Further develop and expand on skills in traditional methods of painting utilizing a variety of traditional materials.
- Acquire problem solving skills and be able to identify the best method to resolve various aesthetic problems.
- Develop an understanding that art is not just a demonstration of technical skill and sensitivity, but also as an object whose content, composition, size, format, and media all contribute to its meaning.
- Students will acquire an appreciation for paintings made by artists throughout history as well as contemporary artists, and attain basic competency in creating paintings themselves.

- Continue forming connections to art within a contemporary and historical lens through examples presented in class.
- Learn and utilize important terminology to help discuss students' own work as well as their classmates through class critiques utilizing art specific vocabulary to respond to works of art.
- Use color value and saturation to create moods relevant to specific products or design needs.
- Create a series of studies and projects with a focus on developing painting skills including:
    - Previously learned techniques and concepts
    - Skin tones
    - Realism
    - Figurative works and portraiture
    - Light (chiaroscuro, etc.)
    - Mood and harmony

Resources and Materials

Resources and Materials

- Acrylic paint
- Watercolor paint
- Oil paint
- Digital media

Books:

- Elements and Principles of Design. Glenview, Illinois & Aspen, Colorado: Crystal Productions, 2000. Print.

Online Resources:

- www.youtube.com
- https://www.khanacademy.org/
- https://blog.ted.com/
- https://www.thisiscolossal.com/
- https://theartofeducation.edu/
- https://www.tate.org.uk/
- https://www.met.org
- http://guidetodrawing.com/composition/value-composition/#:~:text=Value%20Composition,the%20second%20layer%20of%20composition.&text=Usually%2C%20line%20dominates%20over%20value,value%20is%20the%20dominant%20layer.
- Sketchpad
- Autodesk Sketchbook [App]

Transfer Goals

1. Students will utilize their understanding of the elements and principles of art to judge a work of art objectively.
2. Students will acquire an appreciation for paintings made by artists throughout history as well as contemporary artists, and attain basic competency in creating paintings themselves

Assessments

Assessments

Modifications

Modifications