Unit 1: Composition & Rendering

Content Area: **Arts**
Course(s): **Foundations of Painting**
Time Period: **Semester 1**
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.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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 Understandings

1. Artists and designers thoughtfully balance experimentation and responsibility while manipulating forms, materials, and concepts to create artworks that define and enhance human experience.

2. Individuals gain deeper insights into the meaning of artworks and broader societal understandings through engaging in art criticism and analyzing historical and cultural contexts.

3. Artists, curators, and other professionals consider a range of evolving factors and technologies when preparing, refining, and preserving artwork for display and public interaction.

Essential Questions

1. How do artists and designers craft works that effectively communicate ideas, beliefs, and experiences?

2. How do life experiences and the context of art influence our personal understanding and appreciation of artworks from different times, places, and cultures?

3. What impact does the presentation and sharing of objects, artifacts, and artworks have on shaping collective ideas and beliefs?

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.
- Create a series of studies and projects with a focus on developing painting skills including:
    - Composition
    - Intermediate color theory concepts (Hue, value, contrast, saturation, vibrancy, harmonies, local color)
    - Still Life
    - Negative space
    - Landscape, atmospheric perspective

Resources and Materials

Resources and Materials

- Acrylic paint
- Watercolor
- 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 build upon previously learned skills and techniques to more effectively communicate with their art.
2. Establish an intellectual, emotional, and aesthetic response to traditional and contemporary issues of

painting.

Assessments

Assessments

Modifications

Modifications