Unit 5: Painting/2D Composition

Content Area: Unified Arts

Course(s): Art 8
Time Period: January
Length: 10 Days
Status: Published

Unit Summary

Throughout the unit, student will explore watercolor and acrylic paint and the techniques that go along with them.

Standards

| VPA.1.1.8.D.1 | Describe the intellectual and emotional significance conveyed by the application of the |
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| VPA.1.1.6.D.1 | elements of art and principles of design in different historical eras and cultures. |
| VPA.1.1.8.D.2 | Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. |
| VPA.1.2.8.A.1 | Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. |
| VPA.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.1.2.8.A.3 | Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. |
| VPA.1.3.8.D.1 | Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). |
| VPA.1.3.8.D.2 | Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. |
| VPA.1.3.8.D.3 | Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles. |
| VPA.1.3.8.D.4 | Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. |
| VPA.1.3.8.D.5 | Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. |
| VPA.1.3.8.D.6 | Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks. |
| VPA.1.4.8.A.1 | Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. |
| VPA.1.4.8.A.2 | Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. |

| VPA.1.4.8.A.3 | Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. |
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| VPA.1.4.8.A.4 | Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. |
| VPA.1.4.8.A.5 | Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. |
| VPA.1.4.8.A.6 | Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas. |
| VPA.1.4.8.A.7 | Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. |
| VPA.1.4.8.B.1 | Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. |
| VPA.1.4.8.B.2 | Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art. |
| VPA.1.4.8.B.3 | Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays. |
| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |
| TECH.8.1.8.A.1 | Demonstrate knowledge of a real world problem using digital tools. |
| TECH.8.1.8.A.CS1 | Understand and use technology systems. |
| TECH.8.1.8.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.8.D.CS2 | Demonstrate personal responsibility for lifelong learning. |
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Student Learning Objectives

- Students will learn the proper use of the art materials involved with both watercolor and acrylic paint.
- Students will learn proper mixing and blending techniques.
- Students will learn the manner to demonstrate texture and layering.
- Students will learn to create a finished painting.

Essential Questions

- What is the importance of understanding and creating a color wheel?
- Are there stylistic choices an artist makes in painting?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- How can we evaluate our own relationship with paintings from various periods in history?
- Why is it important to recognize famous painters of the past and how has their work impacted us in todays society?
- Why do artists choose to express themselves using painting as a medium?

Enduring Understandings

- Students will understand that artists use personal experience and familiar places as motivation for painting and artwork.
- Students will understand that underlying structures in art can be found via analysis and inference.
- Students will understand that breaking norms often gives rise to new forms of artistic expression.
- Students will understand that culture affects self expression.
- Students will understand that though the artist's imagination and intuition drive the work, great art requires skills and discipline to to turn ideas into a
 quality product.

Application

- Students will be able to independently use their learning to apply color theory with the use of a color wheel, primary colors, secondary colors, and tertiary colors.
- Students will be able to independently use their learning to appropriately use tools such as brushes, sponge, graded wash, splatter, and masking with tape or miskit.
- Students will be able to independently use their learning to utilize painting medias such as acrylic, tempera, and watercolor paint.
- Students will be able to independently use their learning to utilize painting techniques such as controlled wash, charging colors, softening edges, lifting, scrubbing, blotting, dry-brush, wet-into-wet, and salt.
- Students will be able to independently use their learning to mix colors by selecting main colors, echoing color, and using warm, cool, and complimentary colors.
- Students will be able to independently use their learning to apply paint values such as color, shade, tint, and hue.
- Students will be able to independently use their learning to make five values, color values, and grayscale values in a painting.
- Students will be able to independently use their learning to to understand the historical styles in painting and famous painters.

Skills

Students will be skilled at:

- Recognizing and producing various water color techniques.
- Experiencing and controlling a variety of painting media.
- Appropriately mixing paint to produce hues, tints, shades, and neutrals.
- Creating expressive paintings using art elements, including value and form.
- Creating expressive paintings using art principles to organize the art elements, including aerial perspective, color relationships, emphasis, and mood.
- Creating paintings that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content.
- Selecting and analyzing the expressive potential of painting media, techniques, and processes.
- Practicing safe and responsible use of art media and equipment.
- Analyzing and interpreting paintings according to use of art elements and principles.
- Recognizing and discussing the role of color schemes in various paintings.
- Analyzing the impact of time, place, and culture on paintings.
- Exploring how painting can be integrated across disciplines.
- Utilizing visual characteristics to group paintings into historical, social, and cultural contexts.
- Predicting how painting can add quality to life and lifelong learning.

Resources

- Teaching Materials
- Teaching Resources

Lesson Plans