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 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.
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.

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