Unit 3 - ACRYLIC PAINT Copied from: DRAWING & PAINTING 2.5, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

DRAWING & PAINTING - GRADES 10,11,12

DRAWING SKILLS & ACRYLIC PAINTING

Belleville Board of Education

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Unit Overview

Unit 3 – Acrylic Painting

1. Allow students to experiment with various drawing techniques, overlapping objects, foreshortening, and acrylic techniques.

2. Explore colore theory and mixing paint

3. Allow students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.

4. Allow students to learn about how people have responded to and communicated their experiences through art making by exploring art in its historic and cultural contexts.

5. Welcome students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

6. Explore global art with the development of deep conceptual understandings and art historical skills.

Enduring Understanding

ENDURING UNDESTANDING

1. Recognize that Acrylic paint may be thinned with water and used as washes in the manner of watercolor

paints, but the washes are not re-hydratable once dry.

2. Recognize only an artist-grade acrylic gesso should be used to prime canvas in preparation for painting with acrylic.

3. Recognize that sgraffito is particularly useful for drawing into acrylic paint to suggest shape and form using a palette knife or any pointed object to create interesting textures and outlines.

4. Recognize the technique of scraping back and removing large sections of paint, leaving a textured finish below.

5. Recognize a common technique employed to strengthen form is to use the end of the brush to score into impasto paint. Combs, forks, or any rigid instrument can be used to scratch into the paint to create texture. It is, however, best to AVOID scratching into dry paint, for this may damage the canvas.

6. Recognize that tonking is the technique that can be very useful for acrylic painters. When an area becomes overloaded with paint, this is the best way of reducing the amount of paint without disturbing the underlying structure of what has been laid down.

7. Glazing is a method of laying one thin wash of color over another so that each layer modifies the one below. Glazes are very thin, so that light can travel through and be reflected back. This gives them their luminous quality.

8. Recognize glazing is a method of laying one thin wash of color over another so that each layer modifies the one below. Glazes are very thin, so that light can travel through and be reflected back. This gives them their luminous quality

9. Recognize when dry, acrylic paint is generally non-removable from a solid surface. Water or mild solvents do not re-solubilize it.

10. Careers in art, commercial illustration and design.

Essential Questions

ESSENTIAL QUESTIONS

1. What is art and how is it made?

2. Why and how does art change?

3. How do we describe our thinking of art?

4. Why do we study painting, specifically painting with acrylic paint?

5. What are characteristics and techniques specific to acrylic painting?

6. How does an artist determine whether an image should be portrayed realistically or manipulated for aesthetic reasons?

7. How do I express thoughts using vocabulary specific to acrylic painting?

8. How does one develop one's aesthetic?

9. How do I show my growing knowledge of visual art?

Exit Skills

By the end of Unit 3:

1. All students will demonstrate an understanding of drawing & painting by:

- Creating proportionally correct overlapping objects and anatominacally correct art
- Creating original works of art using the techniques acrylic painting.
- Recognize and describe works of art in terms of the use of the techniques and in written material.
- Critique and synthesize the works of art of peers and predecessors.

2. All students will comprehend complex literary and informational texts independently and proficiently.

3. All students will understand the role, development, and influence of art throughout history and across cultures.

- Demonstrate an understanding of the elements and principles that govern the creation of works of visual art.
- Understand the role, development, and influence of the arts throughout history and across cultures.
- Synthesize those skills, media, methods, and technologies appropriate to creating visual art.
- Manipulate materials and ideas to create an aesthetic object.
- Art making is shaped by tradition and change.
- Interpretations of art are variable.

4. All students will recognize the unique career paths in the art world.

New Jersey Student Learning Standards (NJSLS-S)

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the content-level and cross-curricular **New Jersey Student Learning Standards** applicable to the unit. **Do not list standards that are not used in the unit.**

1.5.12acc.Cr1	Generating and conceptualizing ideas.
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.Cr2	Organizing and developing ideas.
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.Pr	Presenting
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6	Conveying meaning through art.
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and

	political history.
1.5.12acc.Re	Responding
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.Re8	Interpreting intent and meaning.
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.Re9	Applying criteria to evaluate products.
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.Cn	Connecting
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
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.

Interdisciplinary Connections

Social Studies:

Developments in painting during the Renaissance and the Enlightenment.

World History:

Global studies.

World Language:

Big ideas, words, phrases, themes.

21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
SOC.6.1.12.B.1	Geography, People, and the Environment

Learning Objectives

LEARNING OBJECTIVES

1. Identify differentiated components of form, function, content and/or context of a work of art.

2. Produce original works of art using elements and principles of art.

3. Recognize and describe works of art in terms of the use of the design principles and in written materials.

4. Differentiate between objective and subjective thoughts.

5. Differentiate between sgraffito, tonking, scraping back, and glazing.

6. Demonstrate an understanding of tools, acrylic paint, materials, and proper maintenance.

7. Identify, plan, and provide solutions for the application of acrylic paint.

8. Incorporate proper use of vocabulary throughout the painting process.

9. Recognize the cause and effect relationship between art and society as seen throughout history.

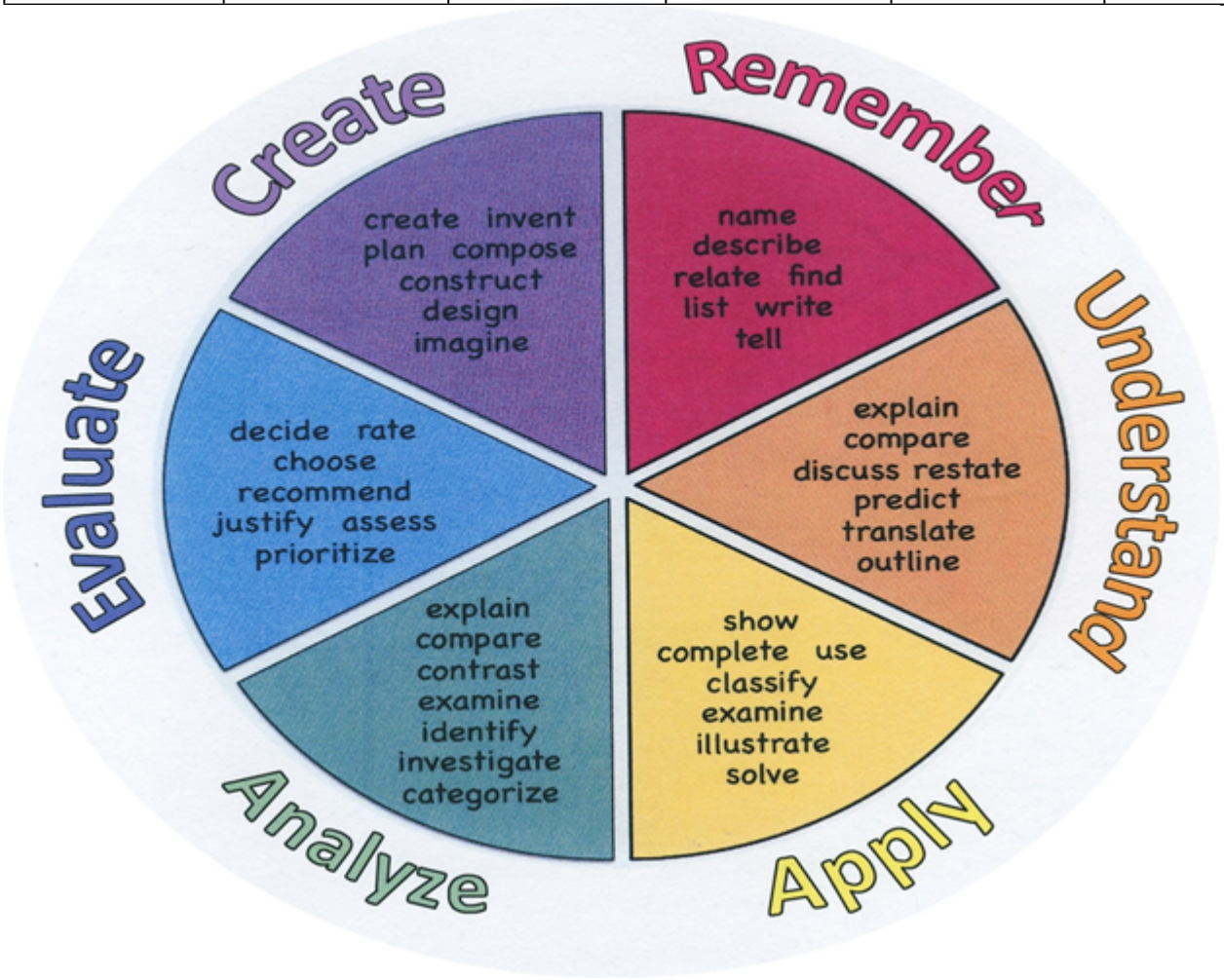
10. Discover ground-breaking uses of space in traditional and new mediums and experiment with new approaches to portraying positive and negative space in art installation or new media artwork.

11. Incorporate proper use of vocabulary throughout the painting process.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct

Reproduce	Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Divide Examine Graph Interpolate Manipulate Modify Operate Subtract			Revise Rewrite Transform



Suggested Activities & Best Practices

1. Demonstrate and display objects for the understanding of patial relationships, proportions, ratios.
2. Discussion related to the shadows cast when objects overlap, ratios and proportions.
3. Daily observation of individual student learning.
4. Review color theory

5. Properties of acrylic paint

Assessment Evidence - Checking for Understanding (CFU)

1. Individual critiques - formative assessment

2. Group critiques - formative assessment

3. Admit tickets - formative assessment

4. Exit Tickets - formative assessment

5. Creating Study Guides - alternative assessment

6. Teacher Daily Observations - formative assessment

7. Do-Now Activities - formative assessment

8. Portfolio Review - summative assessment

9. Creating a Product - summative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer

- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

1. *Acrylic Revolution,* Nancy Reyner
2. *Painting Still Life,* Peter Graham
3. *Painting Techniques,* Elizabeth Tate
4. *Abstract and Color Technique in Painting,* Claire HArrigan
5. *Big Art Small Canvas*, Joyce Walshor
6. *Acrylic Landscape Painting*, John C. Pellew
7. *Painting the Impressionist Landscape,* Lois Griffel

Ancillary Resources

1. *Art Across Time,* Laurie Schneider Adams

2. *Art History,* Marilyn Stockstad's
3. Metropolitan Museum of Art's Heilbrunn Timeline of Art History
4. The Getty Institute, getty.edu
5. WebArt, webart.com
6. Internet, Virtual Museum Tours

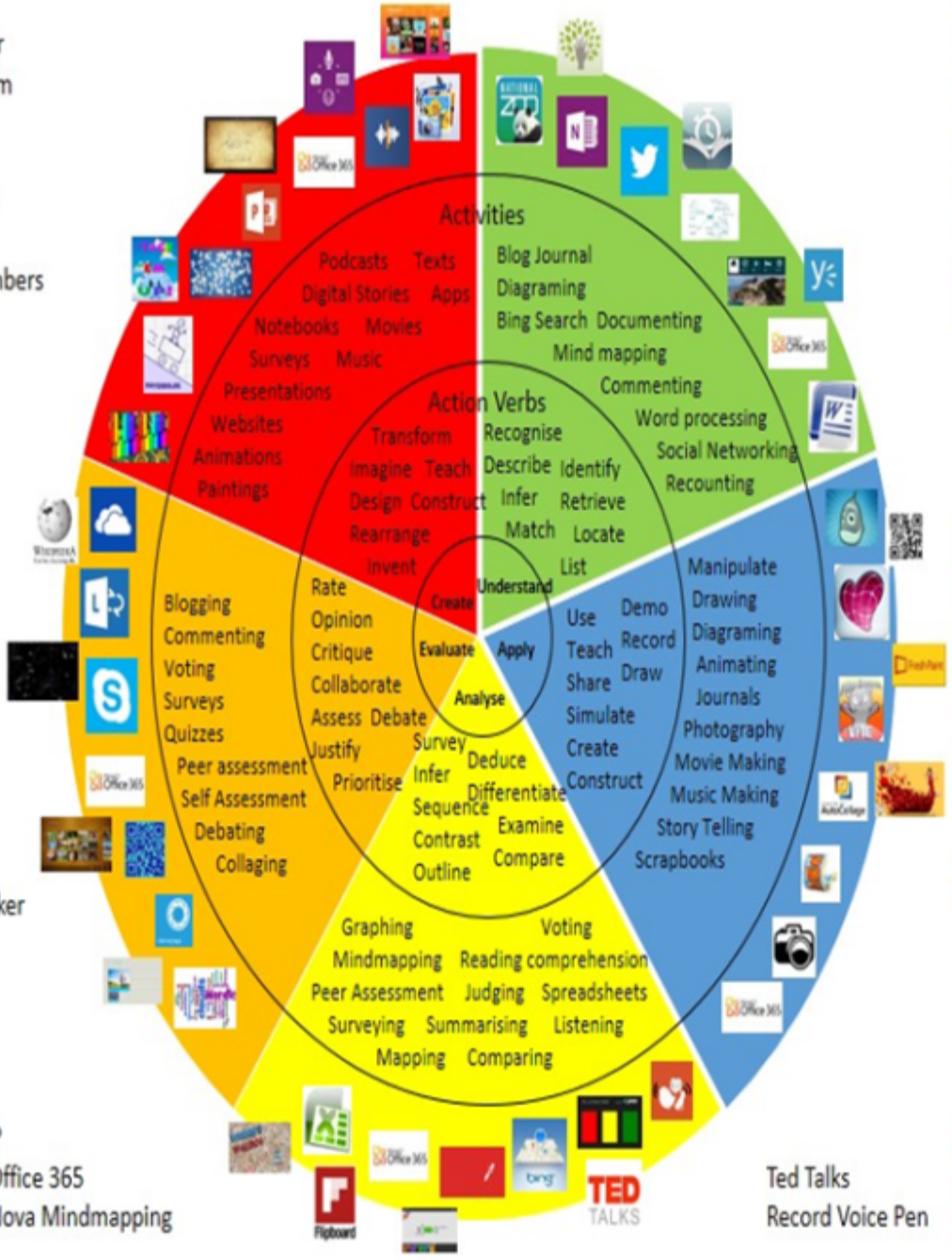
Technology Infusion

1. Khan Academy
2. Artsonia
3. Google Institute
4. Flipgrid
5. Artweb
6. Getty Institute of Discipline Based Art Education
7. Sketchbook Express

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

1. Creativity and innovation, critical thinking and problem solving, communication, and collaboration are encouraged, taught, and assessed.

2. Khan Acdemy, Google.com-cultural institute art collection.

LA.RH.11-12	Reading History
1.5.12acc.Cr	Creating
	Explore
	Investigate
MA.G-CO.D	Make geometric constructions
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

21st Century Skills/Interdisciplinary Themes

1. Global awareness
2. Environmental literacy
3. Civic literacy
4. Communication and Collaboration
5. Creativity and Innovation
6. Life and Career Skills
7. Critical Thinking and Problem Solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

1. Global awareness
2. Environmental literacy
3. Civic literacy
4. Communication and Collaboration
5. Creativity and Innovation
6. Life and Career Skills
7. Critical Thinking and Problem Solving

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

1. Students will have the same subject matter but will have different outcomes.
2. Progress will be the same but the product will be different.
3. Guided instruction, direct instruction, group instruction.
4. Assist students with IEP & 504 guidelines.
5. Study guides, group and peer instruction, extended time/ test time, oral testing
6. Small group instruction
7. Small group assignments
8. Extra time to complete assignments
9. Pairing oral instruction with visuals
10. Repeat directions
11. Scheduled breaks
12. Rephrase written directions
13. Alternative formative and summative assessment
14. Leveled rubrics
15. Project-based learning
16. Exploration by interest
17. Open-ended activities

Special Education Learning (IEP's & 504's)

1. Preview of content, concepts, and vocabulary

2. Behavior management plan
3. Have student repeat directions to check for understanding
4. Teacher initiated weekly assignment sheet
5. Assistive technology
6. Check work frequently for understanding
7. Secure attention before giving instruction/directions8. multi-sensory presentation
8. Preferential seating
9. Reduced/shortened written assignments
10. Printed copy of board work/notes provided
11. Peer tutoring
12. Testing with counselor

13. Additional time for skill mastery

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet

- Use open book, study guides, test prototypes

English Language Learning (ELL)

1. Using videos, illustrations, pictures, and drawings to explain or clarify
2. Teaching key aspects of a topic. Eliminate nonessential information
3. Having peers take notes or providing a copy of the teacher's notes
4. Providing study guides
5. Allowing students to correct errors (looking for understanding)
6. Reducing or omitting lengthy outside reading assignments
7. Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
8. Provide an interpreter
9. Translate study guides

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

1. decreasing the amount of workpresented or required
2. using videos, illustrations, pictures, and drawings to explain or clarify
3. tutoring by peers
4. having peers take notes or providing a copy of the teacher's notes
5. providing study guides
6. allowing students to correct errors (looking for understanding)
7. marking students' correct and acceptable work, not the mistakes

8. educing or omitting lengthy outside reading assignments
9. allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
10. modifying tests to reflect selected objectives
11. allowing the use of note cards or open-book during tests
12. communicating anatomy lesson with counselor, parent/guardians
13. after school anatomy drawing tutoring
14. extra one-on-one class time relating to anatomy drawing

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

1. Create a blog or social media page about their unit
2. Debate issues with research to support arguments
3. Complete activities aligned with above grade level text using Benchmark results
4. Advanced problem-solving
5. Above grade level placement option for qualified students
6. Higher order, critical & creative thinking skills, and discovery
7. Flexible skill grouping within a class or across grade level for rigor
8. Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
9. Multi-disciplinary unit and/or project
10. Allow students to work at a faster pace
11. Communicating wit parent/guardian regading after school anatomy classes
12. Communicating wit parent/guardian regading college opportiniites
13. Offering after school anatomy art experiences

14. Communicating wit parent/guardian regading after school antomy classes
15. Communicating wit parent/guardian regading college opportiniites
16. Offering after school anatomy art experiences in district

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: