*Unit 3 - Acrylic Paint Copied from: Drawing & Painting, Copied on: 02/21/22

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Drawing & Painting - Grades 11,12

ACRYLIC PAINTING

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

Unit 3 – Acrylic Painting

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

2. 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.

3. 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.

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

Enduring Understanding

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

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 acrylic painting by:

- 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)

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
VPA.1.3.12.D.CS3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
VPA.1.3.12.D.CS5	Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.
VPA.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

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.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
SOC.6.1.12.D.1	History, Culture, and Perspectives
SOC.6.1.12.D.2	History, Culture, and Perspectives
SOC.6.1.12.D.3	History, Culture, and Perspectives
9-12.HS-LS4	Biological Evolution: Unity and Diversity

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.

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

5. 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.

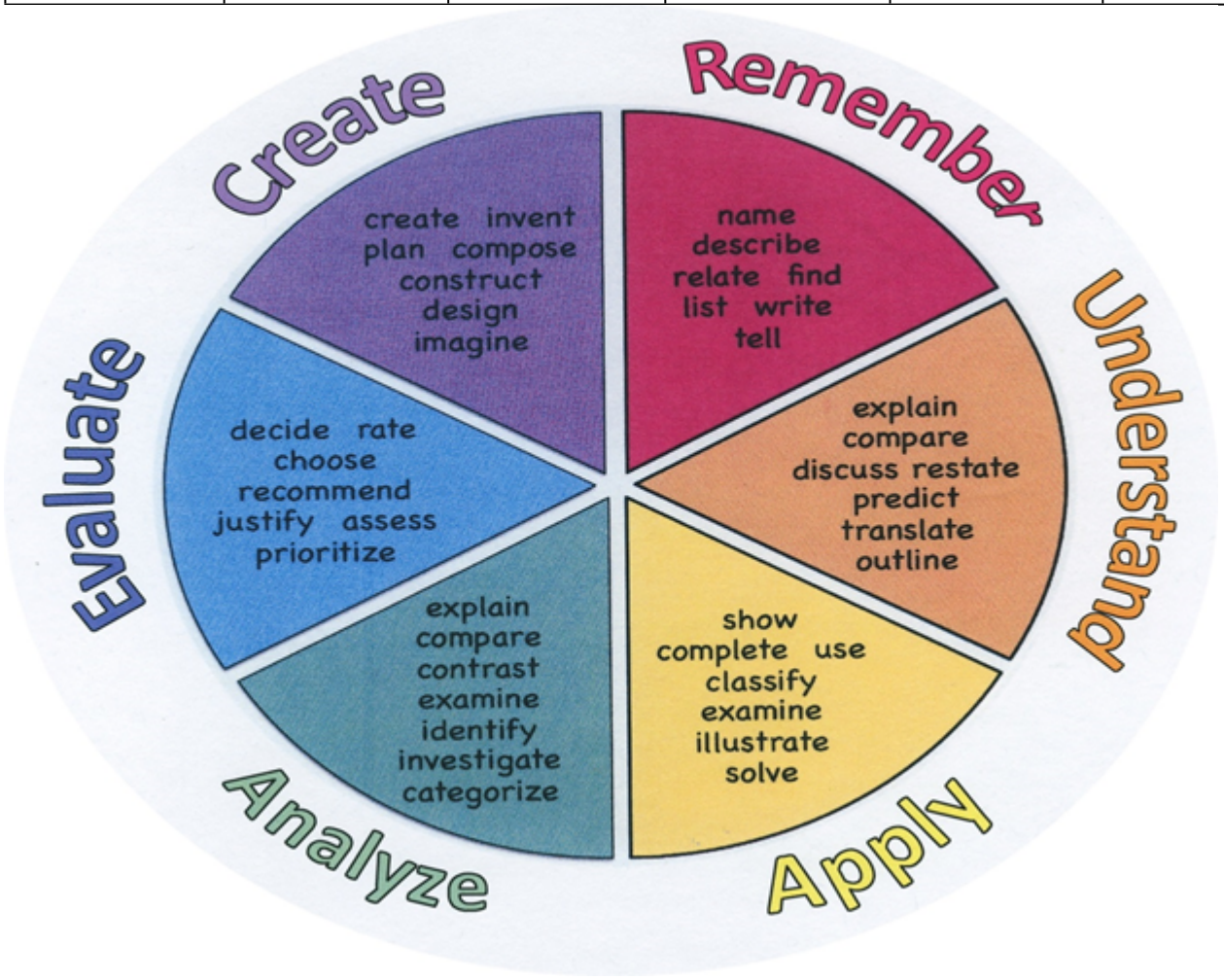
10. Discover ground-breaking uses of space in traditional and new mediums and experiment with new approaches to portraying positive and negative space in art installation or new media artwork.

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 Memorize Name Omit Recite Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Extend Give Examples Illustrate Indicate Interrelate Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Paint Prepare Produce Select Show Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Infer Point out Select Subdivide Survey Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Conclude Contrast Critique Determine Grade Justify Measure Rank Rate Support Test	Hypothesize Invent Make Originate Organize Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

- Demonstrate and display objects for the understanding of patial relationships, proportions, ratios.
- Discussion related to the shadows cast when objects overlap, ratios and proportions.
- Daily observation of individual student learning.

Assessment Evidence - Checking for Understanding (CFU)

- Admit Tickets - formative assessment
- Exit Tickets - formative assessment
- Evaluation rubrics - formative assessment
- Journals - alternative assessment
- Explaining - formative assessment
- Evaluate - formative assessment
- Define - alernative assessment
- Describe - formative assessment
- Study Guide - formative assessment
- Teacher Daily Observations
- Review Questions - summative assessment
- Vocabulary - formative assessment
- Summary Questions - formative assessment
- Quizzes/Tests - summative assessment
- Cooperative structured learning activities
- Do-Now activities - formative assessment
- Portfolio Review - 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

- *Acrylic Revolution,* Nancy Reyner

- *Painting Still Life,* Peter Graham
- *Painting Techniques,* Elizabeth Tate
- *Abstract and Color Technique in Painting,* Claire HArrigan
- *Big Art Small Canvas*, Joyce Walshor
- *Acrylic Landscape Painting*, John C. Pellew
- *Painting the Impressionist Landscape,* Lois Griffel

Ancillary Resources

- *Art Across Time,* Laurie Schneider Adams
- *Art History,* Marilyn Stockstad's
- Metropolitan Museum of Art's Heilbrunn Timeline of Art History
- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours

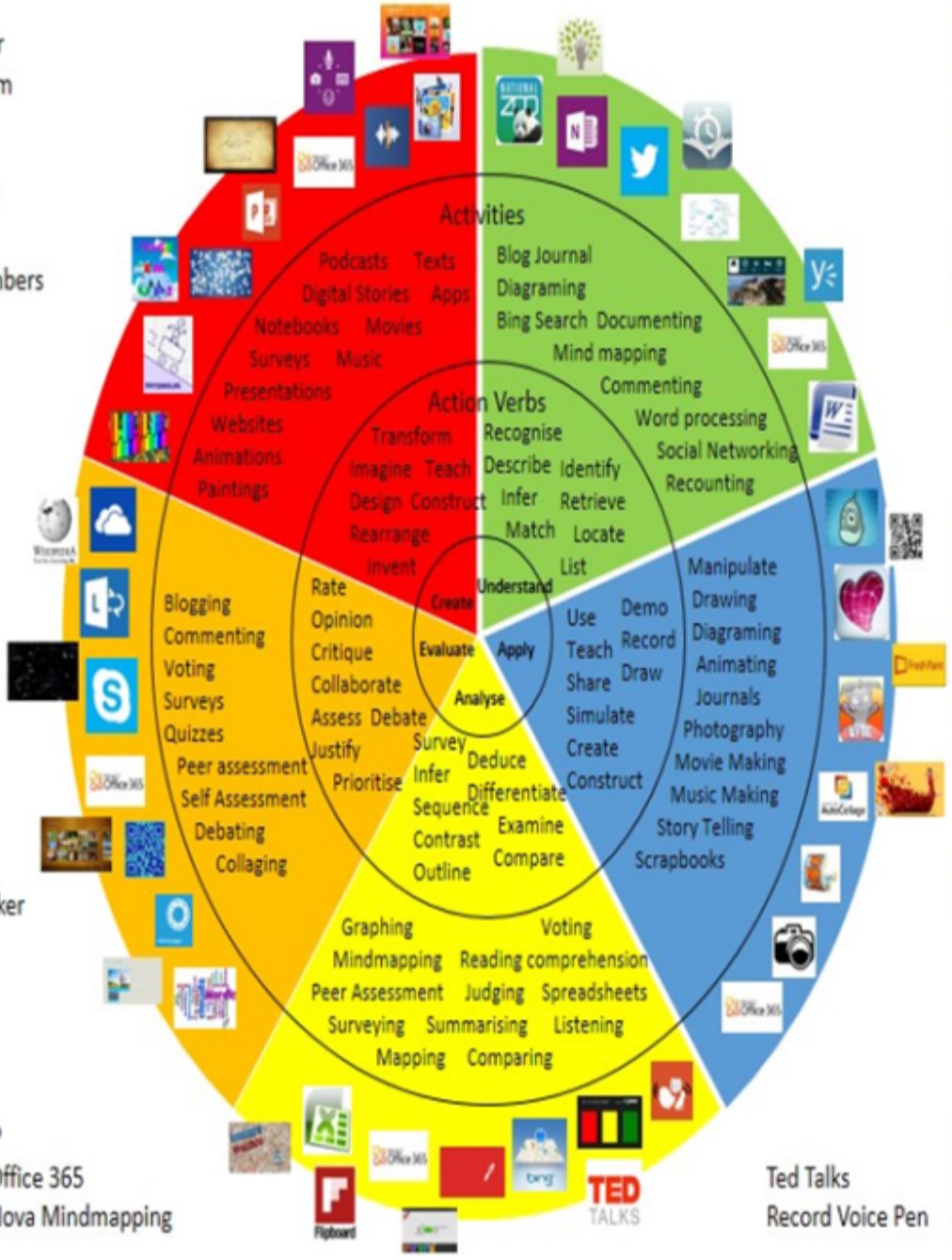
Technology Infusion

- Khan Academy
- Artsonia
- Google Institute
- Wikipedia
- Artweb
- Getty Institute of Discipline Based Art Education
- 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

- Creativity and innovation, critical thinking and problem solving, communication, and collaboration are encouraged, taught, and assessed.
- Khan Acdemy, Metropolitan Museum of Art's Heilbrunn Timeline of Art History, Google.com-cultural institute art collection.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

21st Century Skills/Interdisciplinary Themes

- Global awareness, environmental literacy, civic literacy,
- Creativity and innovation, critical thinking and problem solving, communication, and collaboration are encouraged, taught, and assessed.
- Khan Acdemy, Google.com-cultural institute art collection.

- 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

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

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

Differentiation

-
    - Students will have the same subject matter but will have different outcomes.
    - Progress will be the same but the product will be different.
    - Guided instruction, direct instruction, group instruction.
    - Assist students with IEP & 504 guidelines.
    - Study guides, group and peer instruction, extended time/ test time, oral testing
    - Small group instruction
    - Small group assignments
    - Extra time to complete assignments
    - Pairing oral instruction with visuals
    - Repeat directions
    - Scheduled breaks
    - Rephrase written directions

    - Alternative formative and summative assessment
    - Leveled rubrics
    - Project-based learning

    - Exploration by interest
    - Open-ended activities

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

• additional time for skill mastery

• preview of content, concepts, and vocabulary

• behavior management plan

• have student repeat directions to check for understanding

• teacher initiated weekly assignment sheet

• assistive technology

• check work frequently for understanding

• secure attention before giving instruction/directions

• multi-sensory presentation

• preferential seating

• Reduced/shortened written assignments

• printed copy of board work/notes provided

• peer tutoring

• testing with counselor

- 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)

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. Eliminate nonessential information
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- provide an interpreter
- translate study guides

- teaching key aspects of a topic. Eliminate nonessential information
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- 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

- decreasing the amount of workpresented or required
- using videos, illustrations, pictures, and drawings to explain or clarify
- tutoring by peers
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- marking students' correct and acceptable work, not the mistakes
- educing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- modifying tests to reflect selected objectives
- allowing the use of note cards or open-book during tests
- communicating acrylic painting lesson with counselor, parent/guardians
- after school painting technique tutoring
- extra one-on-one class time relating to acrylic painting

- 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)

- Create a blog or social media page about their unit
- Debate issues with research to support arguments
- Complete activities aligned with above grade level text using Benchmark results
- Advanced problem-solving
- Above grade level placement option for qualified students

- Higher order, critical & creative thinking skills, and discovery
- Flexible skill grouping within a class or across grade level for rigor
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Multi-disciplinary unit and/or project
- Allow students to work at a faster pace
- Communicating wit parent/guardian regading after school acrylic painting classes
- Communicating wit parent/guardian regading college opportiniites
- Offering after school painting art experiences in the 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