* Unit 2 - OIL PAINTING

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Studio 2D Honors - Grade 12

Oil Painting

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Teacher - Joanne de Florio

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

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Unit Overview

Unit 2 – Oil 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, write, and create art, and interpretations of art.

4. Explore oil painting with the development of deep conceptual understandings and skills.

Enduring Understanding

1. Recognize that oil paint may be thinned with linseed oil.

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

3. Recognize that sgraffito is particularly useful for drawing into oil 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 oil 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 and achieve a luminous quality.

9. Recognize the discovery of oil suspended pigments during the Renaissance.

Essential Questions

1. Why do we study painting, specifically painting with oil paint?

2. What are characteristics and techniques specific to oil painting?

3. How does an artist determine whether oil paint is the correct medium for the desired effect?

4. How is oil paint unique?

5. How does one develop one's aesthetic?

6. What is art and how is it made?

7. Why and how does art change?

8. How do we describe our thinking of art?

Exit Skills

By the end of Unit 2:

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

- Creating original works of art using the techniques of oil 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 an oil painting.
- Understand the role, development, and influence of the arts throughout history and across cultures.
- Synthesize those skills, media, methods, and technologies appropriate to oil painting.
- Manipulate materials and ideas to create an aesthetic object.
- Use knowledge of styles, movements and cultures as inspiration to produce oil paintings.
- Art making is shaped by tradition and change.
- Interpretations of art are variable.

4. All students will understand the history of oil painting.

- Techniques and methods
- Effects
- Characteristics
- Tools

New Jersey Student Learning Standards (NJSLS)

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.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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.1.4.12.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
VPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.

Interdisciplinary Connections

Social Studies:

Impact of the Renaissance and the Medici family.

Invention of oil paint.

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.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.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.2.12.D.2.a	Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

Learning Objectives

1. Demonstrate an understanding the composition and qualities of oil paint.

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

3. Demonstrate an understanding for working with the tools and techniques for oil paint.

4. Identify, plan, and provide solutions for the application of oil paint.

5. Incorporate proper use of vocabulary throughout the oil painting process.

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

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

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

9. Differentiate between objective and subjective thoughts.

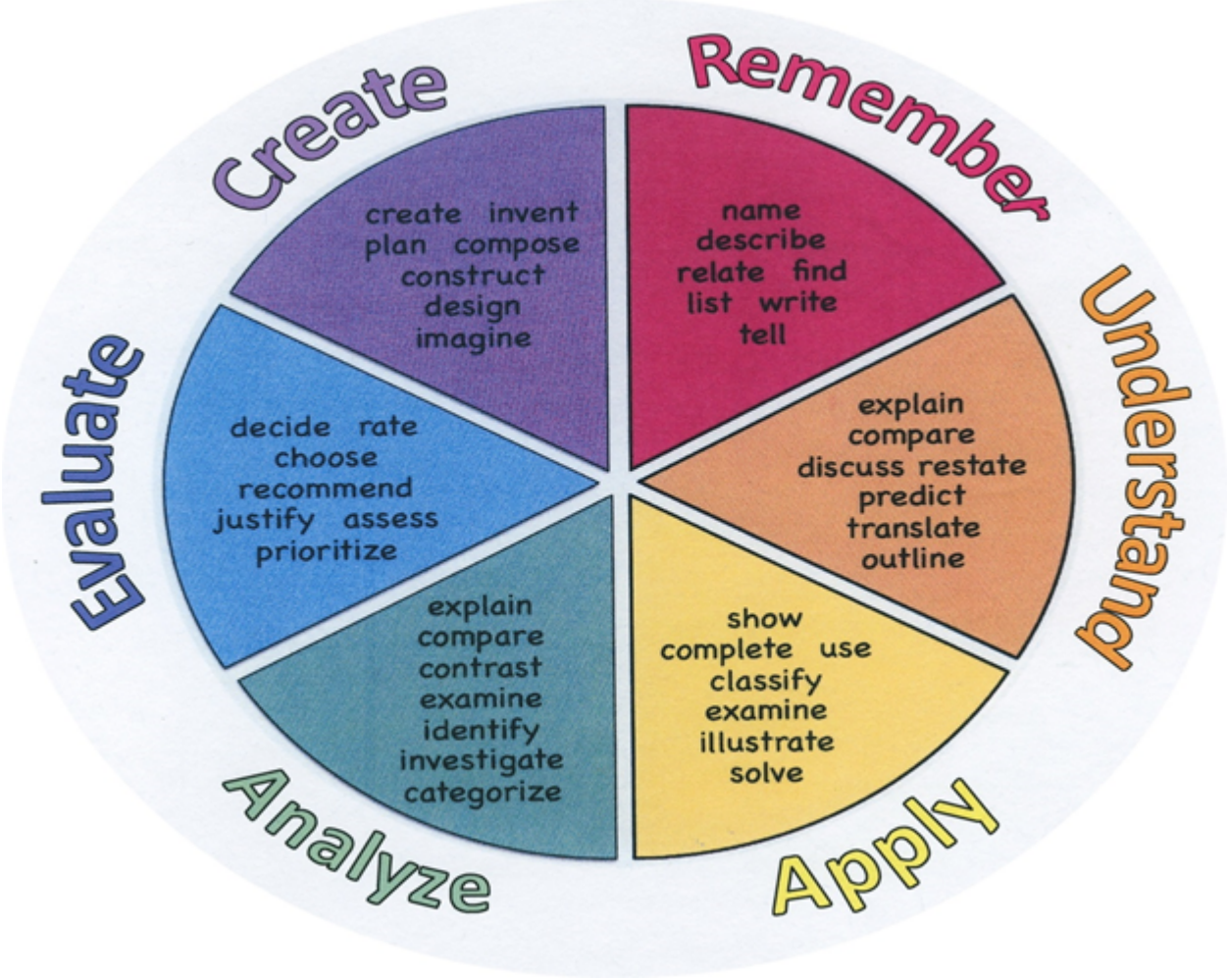
10. Recognize the cause and effect relationship between art and society as seen throughout history.

11. Examine historical 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.

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



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)

- * Sketchbooks/Journals - formative assessment

  * Individual critiques- formative assessment

  * Group critiques - alternative assessment

  * Admit tickets - formative assessment

  * Exit Tickets - formative assessment

  *Creating Study Guides - alternative assessment

  * Teacher Daily Observations - formative assessment

  * Summary Questions - alternative assessment

  * Cooperative structured learning activities - alternative assessment

  * 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

- *Painting Buildings in Oil,* Joseph M. Parramon
- *How to Paint Oils,* Stephen Rose
- *Painting Still Life*, Peter Graham
- *Painting Techniques,* Elizabeth Tate
- *Painting Still Lifes in Oil,* Jose M. Parramon
- *Painting the Impressionist Landscape,* Lois Griffel

Ancillary Resources

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

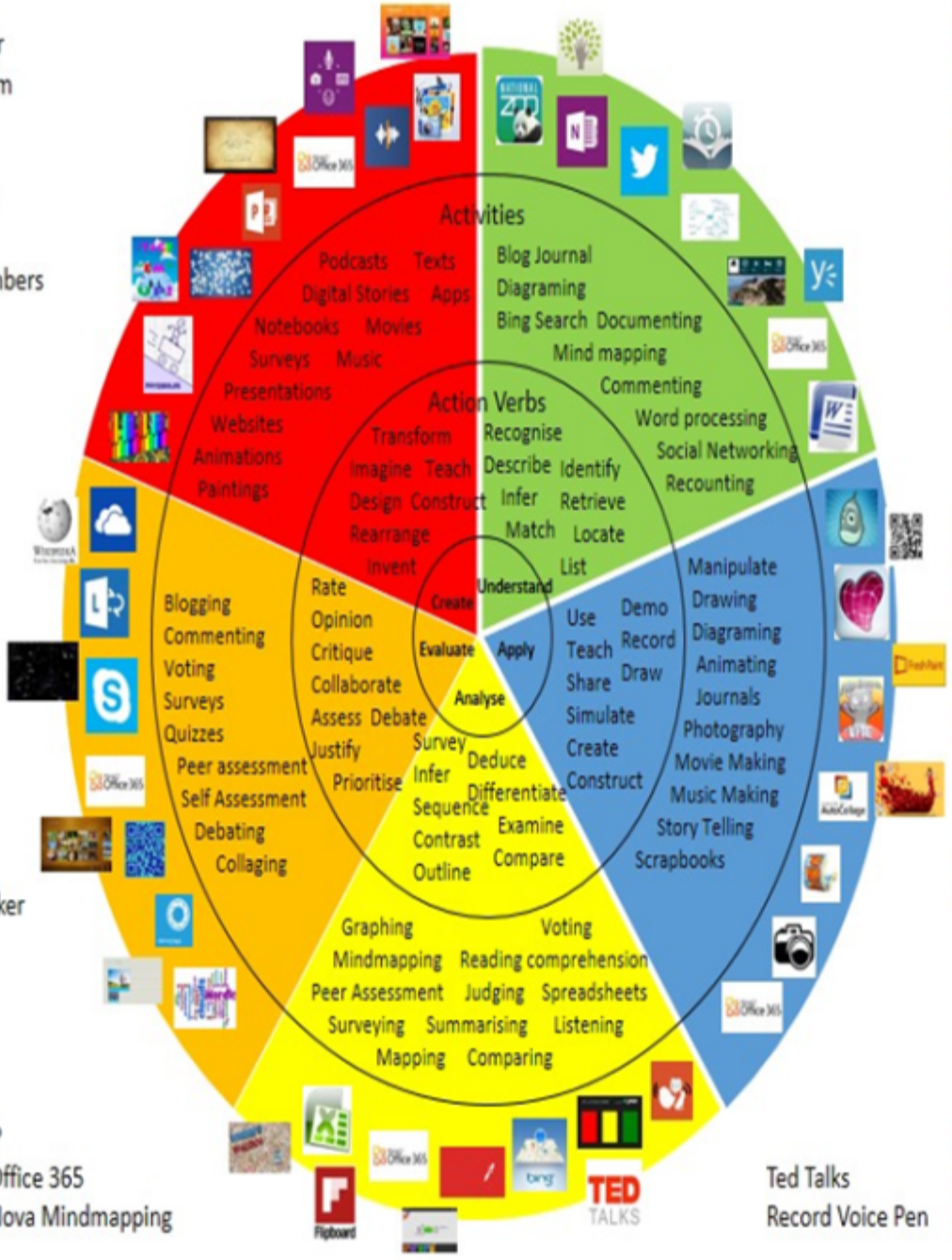
Technology Infusion

- 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

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.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.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
- Communication and Collaboration
- Creativity and Innovation
- Life and Career Skills
- 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

- Career paths in the field of art.
- 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

Differentiations:

-
    - 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 oil painting lessons with counselor, parent/guardians
- after school painting tutoring
- extra one-on-one class time relating to oil 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)

• Debate issues with research to support arguments

• Create a plan to solve an issue presented in the class or in a text

• Advanced problem-solving

• Higher order, critical & creative thinking skills, and discovery

• Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

• Utilize project-based learning for greater depth of knowledge

• Allow students to work at a faster pace

Communicating wit parent/guardian regading after school oil painting classes

Communicating wit parent/guardian regading college opportiniites

Offer after school painting 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