

# Unit 5: Painting

Content Area: **Art**  
Course(s): **Sample Course**  
Time Period: **MayJun**  
Length: **8 Weeks**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

# **Art: Grade 1**

## **Unit 5: Painting**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Carolina Rivera

Dr. Richard D. Tomko, Superintendent of Schools

Dr. Giovanni Cusmano, Director of Curriculum and Instruction Mathematics and Science K -8

Mr. George Droste, Director of Curriculum and Instruction Mathematics and Science 9 - 12

Mr. Carmine Guinta, Director of Curriculum and Instruction Language Arts and Social Studies K - 12

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## **Unit Overview**

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Unit five focuses on painting.

- Discuss a paintbrush and the different parts of it. The hair is called the bristles, the metal part is called the ferrule, and the handle is the long wooden or colorful part. The number on the side of the handle refers to the size of the brush.
- Discuss how to select the appropriate brush for the art you are creating. Large brush for a large area, small brush for a small area.
- Discuss proper handling of a paintbrush. You will have more control if you hold it closer to the ferrule.
- Discuss how much paint to apply to the brush when working. You do not need a lot of paint on the brush when working in small areas. More paint is necessary when working in larger areas.
- Discuss how to wash the brush when changing colors. Demonstrate how to wash without spilling the water, wipe the bristles on the edge, then use a paper towel to dry. Stress the importance of not tapping the brush on the edge of the cup, or aggressively washing your brush in the water.
- Discuss the drying rack and show the students where it is located in the classroom. Demonstrate how to place artwork on the rack beginning from the bottom of the rack and moving up. Allow students to practice placing their paintings on the rack.
- Discuss proper clean-up procedures. Demonstrate how to wash brushes properly while washing hands.
- Explore the medium by having students create a painting using the techniques learned.
- Reference artists' work that uses paint. ie: Leonardo Da Vinci, Salvador Dali, etc.

## **Exit Skills**

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By the end of Unit 5:

- All students will demonstrate an understanding of painting by:
  - Selecting an appropriate paintbrush for their project, and handling it correctly.
  - Being able to explain the anatomy of a paintbrush.
  - Demonstrating proper cleaning of their brush, both during and after painting.
  - Depicting an image on their paper (board, canvas, etc.) according to the assignment given.
  - Placing their artwork in the correct area of the room for drying.

## Enduring Understanding

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- Paintbrushes, paint and other media used for painting should be used in a safe and responsible manner.
- Understanding the anatomy of a brush helps me to select the appropriate brush for my endeavor.
- Paintbrush cleaning helps me to keep my brushes longer and care for my materials.

## Essential Questions

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- Is paint better than other mediums for creating art?
- What are the important ideas to remember about brushes and how to use them?
- Does faster mean better?
- How do artists use paint to express their ideas?

## Learning Objectives

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After completing painting students will be able to:

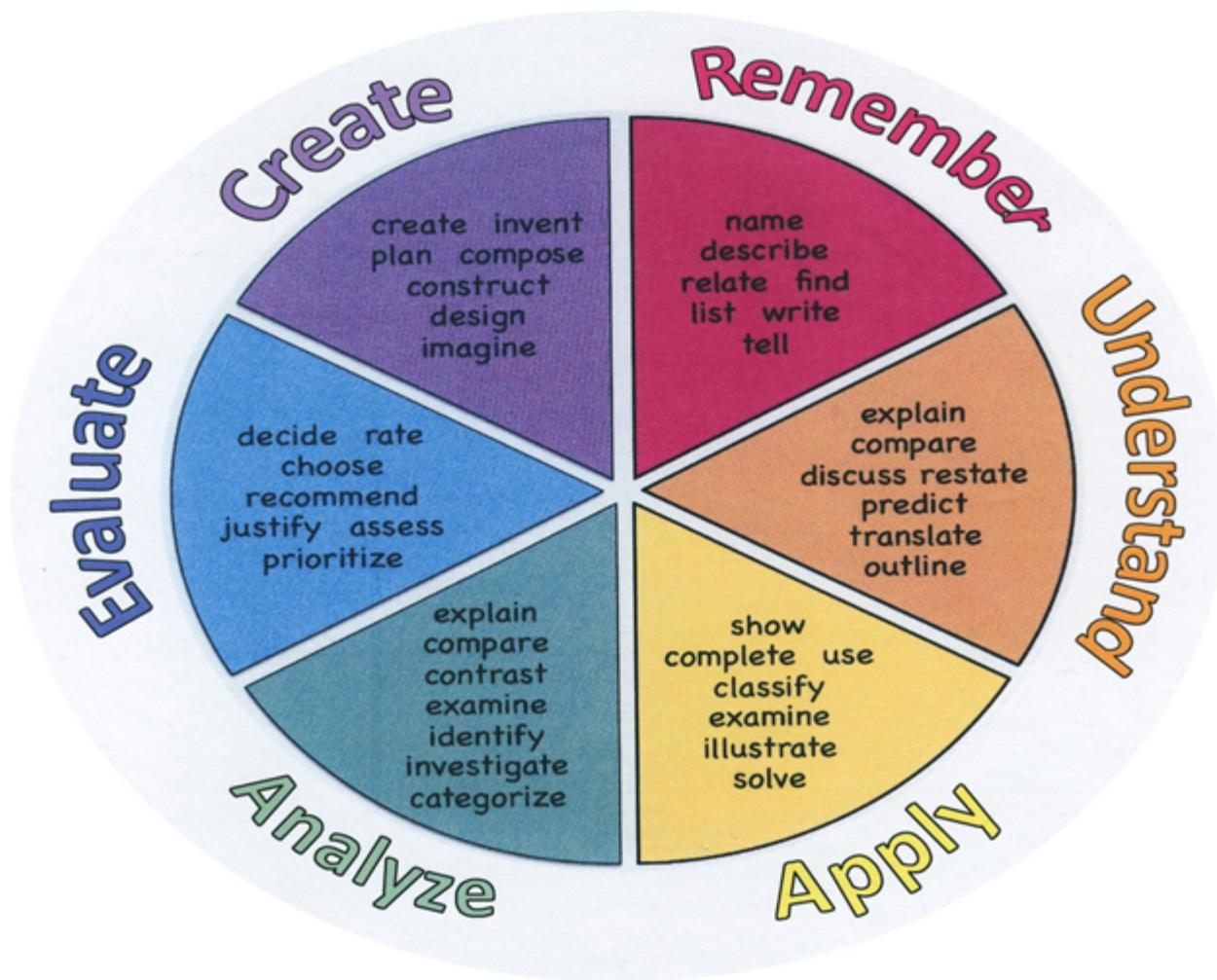
- **Locate** and Name different parts of a paintbrush.
- **Demonstrate** their understanding of painting by following rules established.
- **Paint** images onto a surface.
- **Develop** strong basis skills for further painting endeavors.

## Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

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				



## Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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

## **21st Century Skills**

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- 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

## **Technology Infusion**

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SmartBoard (where available), Projector, iPad, Computer, Internet for reference or websites with relevant art information.

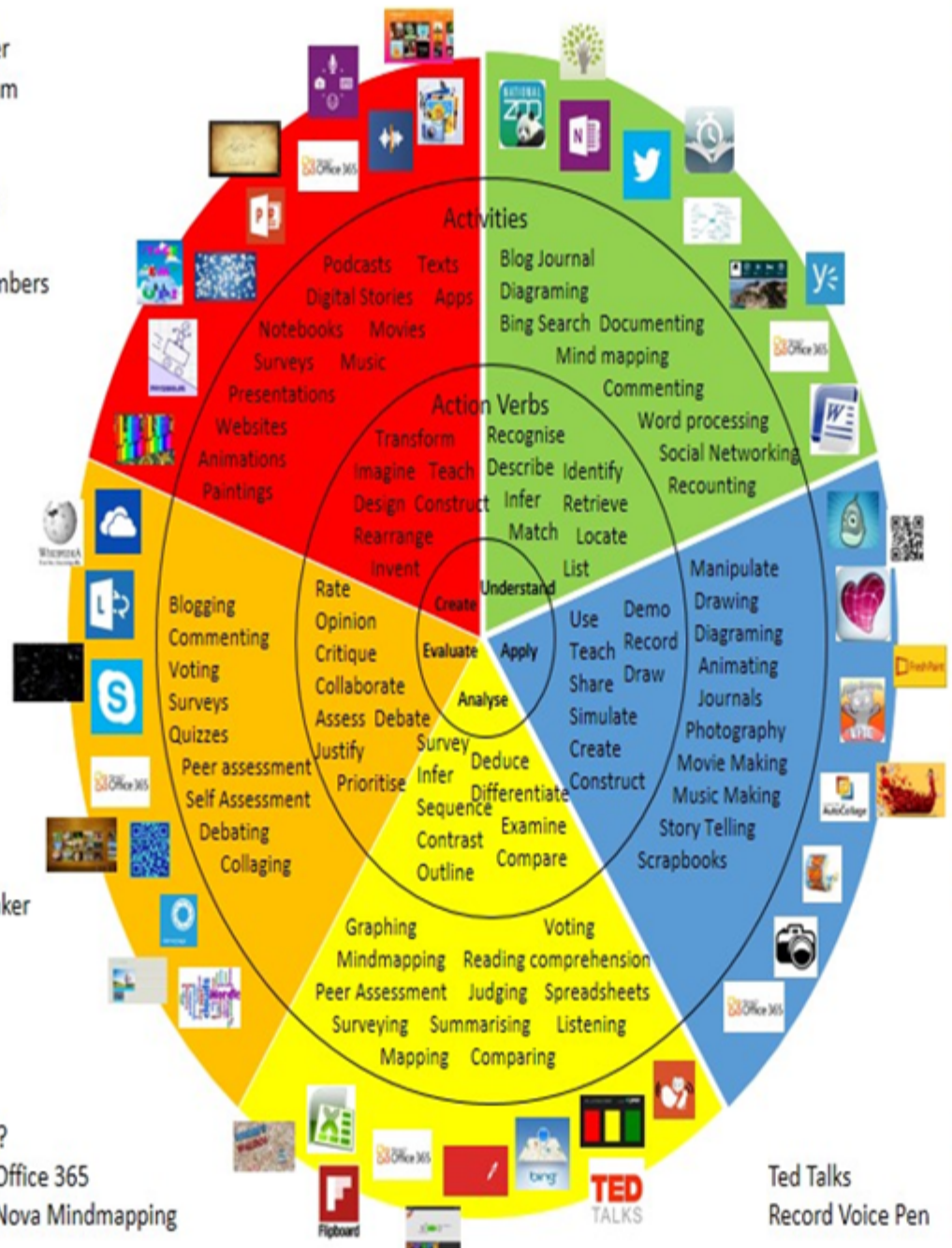
## Win 8.1 Apps/Tools Pedagogy Wheel

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  
Flipboard  
Office 365  
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

## Differentiation

As a Reminder:



The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Repeat directions as needed.
- Modified expectations for task completion.
- Project-based learning.
- Pairing oral instructions with visual.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.
- Added time to complete assignments.
- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

## **Special Education**

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- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

## **Intervention Strategies**

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- 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 work presented 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

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## Primary Resources

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- Color Wheel poster, or printout
- School and town libraries
- Various internet websites for art education.

## Ancillary Resources

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- Pinterest, Pinterest.com
- Artsonia, Artsonia.com
- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours
- Hand-outs
- YouTube videos related to art history, artists, or art creation.

## Sample Lesson

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**Unit Name:** Painting

**NJSLS:**

**1.1.2.D.2** Identify elements of art and principles of design in specific works of art and explain how they are used.

**1.3.2.D.4** Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

**1.3.2.D.5** Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

**1.4.2.A.1** Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

**Interdisciplinary Connection:** Math, science

**Statement of Objective:** SWDAT produce a sunflower painting by using the shapes and forms familiar to them.

**Anticipatory Set/Do Now:** What flowers did we start painting last week? What can the class tell me about Van Gogh? What are the warm colors?

**Learning Activity:** Students will review the demonstration on how to paint a sunflower without the need to draw it first. How to create the inflorescence (center of a sunflower) and how to create the ray flowers (petals)

through the use of geometric shapes will be discussed. Students will work independently to complete paintings of sunflowers.

**Student Assessment/CFU's: Explaining, Go-around**

**Materials:** Tempera cakes, tag board, paint brushes, water, paper towels, pencils (for writing our names)

**21st Century Themes and Skills: Creativity and Innovation, Critical Thinking and Problem Solving.**

**Differentiation:** Visual demonstrations and aides available for visual learners; Class discussion and explanation for auditory learners; Physical creation, hands-on work, for kinesthetic learners.

**Integration of Technology:** Examples will be shown on my computer, or my ipad, whenever applicable.