# Unit 03:  The Art of the Painting Experience

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 weeks**
Status: **Published**

## Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

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| 1.5.12adv.Cr | Creating |
| 1.5.12adv.Cr1 | Generating and conceptualizing ideas. |
| 1.5.12adv.Cr1a | Visualize and generate art and design that can affect social change. |
| 1.5.12adv.Cr1b | Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. |
| 1.5.12adv.Cr2 | Organizing and developing ideas. |
| 1.5.12adv.Cr2a | Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. |
| 1.5.12adv.Cr2b | Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work. |
| 1.5.12adv.Cr2c | Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. |
| 1.5.12adv.Cr3 | Refining and completing products. |
| 1.5.12adv.Cr3a | Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. |
| 1.5.12adv.Pr | Presenting |
| 1.5.12adv.Pr4 | Selecting, analyzing, and interpreting work. |
| 1.5.12adv.Pr4a | Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. |
| 1.5.12adv.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| 1.5.12adv.Pr5a | Investigate, compare and contrast methods for preserving and protecting art. |
| 1.5.12adv.Pr6 | Conveying meaning through art. |
| 1.5.12adv.Pr6a | Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences. |
| 1.5.12adv.Re | Responding |
| 1.5.12adv.Re7 | Perceiving and analyzing products. |
| 1.5.12adv.Re7a | Analyze how responses to art develop over time based on knowledge of and experience with art and life. |
| 1.5.12adv.Re7b | Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. |

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| 1.5.12adv.Re8 | Interpreting intent and meaning. |
| 1.5.12adv.Re8a | Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. |
| 1.5.12adv.Re9a | Construct evaluations of a work of art or collection of works based on differing sets of criteria. |
| 1.5.12adv.Cn | Connecting |
| 1.5.12adv.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| 1.5.12adv.Cn10a | Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design. |
| 1.5.12adv.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |
| 1.5.12adv.Cn11a | Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society. |
| 1.5.12adv.Cn11b | Assess the impact of an artist or group of artists on global issues, including climate change. |

## Brief Summary of Unit

Students will develop a more in-depth understanding of the art of painting. Through art historical study and critical analysis of the works of various artists, students will continue to develop a deeper understanding of the painting experience. Through continued study and hands on activities, students will continue to increase their awareness and ability to effectively use a variety of media, tools and techniques to successfully create their own paintings. Students will continue to develop creative abilities, problem solving skills and their personal sense of aesthetics. Studio experiences will incorporate more in-depth discussions and critiques of works of art.

## Essential Questions/ Enduring Understandings

- How does the variety of media, tools and techniques of painting influence the artist's work?
- How does the understanding of painting develop an individual sense of aesthetics?
- How is painting used as an expressive art form?

- There are unique media, tools and techniques associated with the art of painting.
- The decision-making processes and problem solving required to create paintings will develop an individual sense of aesthetics.
- Knowledge of tools, techniques and media is important for the creation of unique and innovative paintings.
- Studying the work of other artists develops a deeper understanding of painting as an art form.

● Planning with preliminary work and thumbnail sketching is important to the artistic process.

● Artmaking is an ongoing process that involves informed and critical decision making.

## Students Will Know/ Students Will Be Skilled At

● Key vocabulary as it relates to the art of painting including, but not limited to: gesso, acrylic mediums, wash, palette knife, bleed, etc.

● How to use the elements and principles of design including, but not limited to: balance, color, texture, etc. as the foundation for creating a painting.

● About the extensive variety of techniques, tools, skills and media associated with painting including, but not limited to: mixed surface using paper overlay, mixed surface using acrylic products, glass beads, etc.

● Art history, renowned artists and different cultures as they relate to the art of painting.

● How mixed media is used.

● The importance of critique in the successful completion of artwork.

● Their “individual voice” should always be clearly evident.

● Expressing their creative vision through the use of painting techniques, tools and media.

● Explaining their creative works.

● Creating one or more paintings.

● Developing opinions that are evidenced based in discussing the works of others.

## Learning Plan

● Preview the essential questions and connect to learning throughout the unit.

● Teacher presentation and introduction to the lessons (may include one or more of the following: books, periodicals, video, internet, reproductions).

● Teacher presentation of vocabulary and handouts.

● Teacher presentation of past student work.

● Teacher introduction and demonstration of the medium/media.

● Students will use technology, information and other tools to explore ideas for production of artwork.

● Students will brainstorm and thumbnail sketch, preliminary work.

● Students will experiment with medium/media.

● Students will make decisions to solve encountered problems experimenting with medium/media and processes.

● Students and teacher will periodically critique works in progress.

● Students will creatively matte, or mount finished works for presentation.

● Students will self-evaluate their work based on a rubric which includes a written explanation of the Three Basic Features of an Artwork.

● Field trips to art museums, art parks and art galleries.

● Introduction of an artist and/or artist style that can enhance student understanding of the lesson.

## Evidence/Performance Tasks

Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Presenting/ Producing, Connecting, and Responding.

Tasks will include:

● Successfully producing one or more paintings.

● Demonstrating use of painting techniques, tools and media.

● Correctly and consistently utilizing the specific vocabulary associated with painting processes.

● Participating in critiques.

● Completing associated rubrics.

● Successfully producing preliminary work and thumbnail sketches.

● Identifying and explaining artist's work according to the Three Basic Features of an Artwork.

● Visually demonstrating an understanding of elements and principles, vocabulary and techniques through the process of performance-based assessment exercises.

## Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and

intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

- Painting media, including, but not limited to:  watercolor, acrylic, tempera and/or inks (acrylic and india).
- Computer.

## Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

Fine Arts Accommodations & Modifications