

# Unit 2: Acrylic Painting

Content Area: **Performing Arts**

Course(s):

Time Period:

Length: **Approximately 8 weeks**

Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Acrylic Painting Summary

Unit 2, Contemporary Acrylic Painting, introduces artists to the basic techniques of painting with acrylics.

Artists will experience a variety of painting techniques, media, and historical approaches to art. Painting projects will include landscape and a copy of a famous contemporary painting. The final project will have the artists create a finished individualized original acrylic painting exploring a global issue or social concern.

## Learning Objectives

- Consider the significance and influence of oil/Acrylic painting throughout cultures and the modern, postmodern art world.
- Create expressive acrylic paintings using art elements including line, shape, form, value, contour, and perspective.
- Describe and identify the stimuli for the creation of post modern paintings that depict and comment on the world, inspire people to action and push to people to become better version of themselves.
- Develop an understanding of the principles and elements of design.
- Experience and control acrylic as a medium.
- 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 art from diverse cultural contexts and historical eras.
- Identify contemporary watercolor artists following the modern and postmodern movements.
- Practice safe and responsible use of art media, equipment, and studio space.
- Select and analyze the expressive potential of acrylic techniques, and processes.

## Essential Skills

- Artists will be able to analyze and interpret artwork.
- Artists will be able to analyze the role and responsibility of an artist.

- Artists will be able to compare and contrast periods of art movements.
- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.
- Artists will be able to develop a rich fine arts vocabulary.
- Artists will be able to discuss global and social issues through artworks of the postmodern world.
- Artists will be able to discuss the post modern art movement.
- Artists will be able to discuss the roles of artists in local communities.
- Artists will be able to discuss the use of art as a form of visual communication.
- Artists will be able to display knowledge of various media and their properties.
- Artists will be able to examine art’s place in the world.
- Artists will be able to examine self as an artist.
- Artists will be able to identify and apply color relationships using color theory.
- Artists will be able to properly and appropriately care for, store, and present artwork.
- Artists will be able to safely use and store art materials.

## Standards

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VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12adv.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.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12adv.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.
VA.9-12.1.5.12acc.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.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VPA.1.4.12.B.2	Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.8.CAP.4	Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering,

apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.

WRK.9.2.8.CAP.12

Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

## **Instructional Tasks/Activities**

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Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Acrylic and the 2D Form in abstract
- Acrylic and the 3D Form in abstract
- Acrylic Painting on non traditional surfaces that depict global or social issues
- Acrylic painting techniques including value scale, color wheel, brush techniques, and surfaces
- Acrylic painting terms and definitions
- Creation of an acrylic still life painting from a display
- Landscape painting in the Bob Ross style
- Painting with an emphasis on original work
- Recreation of a famous historical postmodern artwork in acrylic

## **Assessment Procedure**

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- In class projects
- Art Show presentation
- Artist portfolio
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Formal written critiques
- In class participation
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz

- Quizzes and tests
- Research projects
- Rubric
- Self-evaluated project goal and tracking
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Vocabulary packets and exercises
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Explore appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use PowerPoint or other presentation media
- View media of Masters works in oil and acrylic to analyze and discuss

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline

- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- [academyart.edu](http://academyart.edu)
- [arthive.com](http://arthive.com)
- [artistsnetwork.com](http://artistsnetwork.com)
- [artstrong.org](http://artstrong.org)
- [createmagazine](http://createmagazine)
- [donttakepictures.com/winterblues](http://donttakepictures.com/winterblues)
- [Kimherringe](http://Kimherringe)
- [metmuseum.org](http://metmuseum.org)
- [smartbox.edu](http://smartbox.edu)
- [tate.org](http://tate.org)
- [theartling](http://theartling)
- [theartofeducation.edu](http://theartofeducation.edu)
- [trendhunter.com/slideshow/mixed-media-art](http://trendhunter.com/slideshow/mixed-media-art)
- [webartacademy.com](http://webartacademy.com)

## **Unit Vocabulary**

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- Analogous
- Canvas
- Complimentary
- Critique

- Depth
- Explosive
- Fan brush
- Form
- Inexplosive
- Line
- Liner
- Modern
- Monochromatic
- Neutrals
- Palette
- Palette knife
- Postmodern
- Shape
- Space
- Stipple
- Stretched canvas
- Texture
- Value

## **Artistic Materials**

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- #12 filbert brush
- #2-12 flat Brushes
- #2-8 Round brush
- Acrylic paint
- Fan brush
- Mixed media paper
- Palette
- Palette knife
- Stretched canvas
- Water cup

## **Unit Artists**

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- Andy Worholl

- Anish Kapoor
- Banksy
- Bob Ross
- Cecily Brown
- David Hockney
- Frank Stella
- Gerhard Richter
- Jasper Johns
- Jeff Coons
- Keith Haring
- Kenneth Noland Helen Franken Thale
- Mark Rathko
- Roy Lichtenstein

## **Teaching Strategies**

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- In class assignments will produce works of art that reflect thoughtful consideration of concept in addition to skill building with a variety of fine and applied arts materials.
- Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.
- Sketchbook assignments will reinforce classroom knowledge and build upon prior understandings.
- Various teaching methods and techniques will be utilized in this course.