

# Unit 3: Painting Basics

Content Area: **Performing Arts**  
Course(s):  
Time Period:  
Length: **Approximately 7 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Painting Basics Summary

Unit 3, Painting Basics, builds on the artist's drawing foundation--artists must have a thorough understanding how drawing concepts to be able to paint. Through painting exercises, artists will add to their art repertoire by exploring the Principles of Design. Artists will learn painting techniques in both watercolor and acrylic paint. Learning the science and material compound of different paints will also allow them to compare, contrast, and choose the proper brushes and paint application materials per project.

## Learning Objectives

- Apply color mixing knowledge to painting skills
- Compare and contrast color theory and color mixing
- Compare and contrast the various properties of watercolor paints and acrylic paints
- Define composition and the attributes of a successful composition
- Describe the painting process including proper painting and classroom procedures
- Identify and define the Principles of Design in a series of artworks
- Identify different types of paintbrushes and their appropriate uses
- Practice acrylic techniques
- Practice watercolor techniques

## 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 appropriately depict scale and proportion in the human figure and portrait.
- 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 define, recognize, and apply the Elements of Art.
- Artists will be able to demonstrate strong skills in technical drawing.
- Artists will be able to develop a rich fine arts vocabulary.
- 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 render 3-dimensionally on 2-dimensional planes.
- Artists will be able to safely use and store art materials.

## Standards

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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.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

## Instructional Tasks/Activities

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

- Acrylic paint technique sheet
- Art vocabulary activities and exercises
- Brush chart notes/reference sheet
- Composition studies for micro/macro drawings
- Micro/Macro acrylic paintings
- Paint procedure notes

- Paint procedure quiz
- Pattern warm up sketches
- Rhythm and Shape series watercolor paintings
- Watercolor technique sheet

## **Assessment Procedure**

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- In class projects
- Quizzes and tests
- Classroom Total Participation Technique
- Classwork
- Cumulative portfolio
- Daily Draw warm ups
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- In class participation
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Project goal tracking
- Quiz
- Research projects
- Rubric
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Worksheet
- Written and verbal critiques

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource

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- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use Google Docs to complete written assignments, critiques, and manage project tracking goals

## **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.

Artists can be provided with annotated graphic organizers to help decipher between paint materials and practices. Artist brush kits can be grouped and stored for individual artists as needed.

## **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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- 50 Things to Draw
- Art 101
- Art Fundamentals Theory and Practice
- Art of Nineteenth Century Europe
- Drawing on the Right Side of the Brain
- Frida Kahlo Painting Her Own Reality
- Graffiti School
- Henri Matisse the Cut-Outs
- Juxtapoz Magazine and Juxtapoz.com
- Line of Action Figure Drawing guide
- National Gallery of Art
- PowerPoints
- The Daily Book of Art
- The Little Book of Dali
- The Metropolitan Museum of Art website
- The Moma website
- The Moma World Reference
- The Secret Language of the Renaissance: Decoding the Symbolism of Italian Art
- The Secret Lives of Colors
- The Secret Lives of Famous Artists
- The Sketch Daily
- The World Art Reference Guide
- Van Gogh
- Visual Reference Guide: Mythology
- Visual Reference Guide: World History

## Unit Vocabulary

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- Acrylic
- APE
- Balance
- Binder
- Brushes

- Canvas
- Canvas pad
- Composition
- Contrast
- Macro
- Micro
- Paint
- Pattern
- Rhythm
- Shape
- Solvent
- Stretched canvas
- Vehicle
- Watercolor
- Watercolor paper

## **Artistic Materials**

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- Acrylic paint
- Canvas
- Canvas paper
- Erasers
- Palettes
- Pan paint
- Pencils
- Tube paint
- Watercolor paint
- Watercolor paper

## **Unit Artists**

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- Georgia O’Keeffe
- Henri Matisse
- The Fauves

## **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 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 and daily warm ups will reinforce classroom knowledge and build on prior understandings.
- Various teaching methods and techniques will be utilized in this course.