

# PAINTING

**Overview** - Painting is an advanced visual arts class that focuses on introducing students to various painting media and improving their understanding of color in art and design. Students are not expected to have any particular skill or experience with painting; only a desire to become more proficient at painting and the willingness to focus on painting as a process more than as a product.

In this class students will begin to understand color and the relationships of colors to each other. They will begin to learn how texture can be employed to effectively communicate ideas and emotions in an artwork. They will gain proficiency with watercolor as the class focuses on landscape painting with this media. When gaining proficiency with acrylic paint they will be introduced to still life as the subject. After practicing in these two media students will be able to choose their own direction as they explore the subjects they are interested in .

Students will practice using language to evaluate and describe their own work. In addition they will analyze, orally and in writing, the work of famous artists to better understand the creative process.

**Rationale** - The universe is filled with color! We are continually impacted with color in every environment and with every purchase we make. Yes, the colors impacts us! But how? How do artists and designers use colors to attract our attention, get us excited, or calm us down? The mysteries of color should not be the domain of some “secret society” of artists: we all can, and should be able to better understand color and how it affects us.

When most people think of “ART” they think of painting first. When we think of an art museum, most of us think of a big building with paintings on the walls. For children, ‘doing art’ means making images with color; usually with crayons, markers, colored pencils, or paint. The painting class is a continuation of this tradition, although to high school students the act of painting both exciting and terrifying in ways it never was when they were young children. However, as students engage the process of painting they will begin to relax. As they begin to express with color they will unavoidably connect with their own past and thousands years of human history.

**Grades:** 9-12 **Duration:** 1 Trimester - 1 Credit **Prerequisites:** Successful Completion of Design

<b>Topics of Study:</b>	Watercolor Painting	5 weeks
	Acrylic Painting	6 weeks
	Looking at Other Artist’s Work	1 week

## **VISUAL ARTS DEPARTMENT**

**Course Title: Painting**

**Time: About 5 weeks**

**Topic of Study: Watercolor - Wet Media**

**Grade Level: 9-12**

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Standards & Benchmarks	Essential Questions and Learning Targets	Key Vocabulary and Concepts	Activities and Projects Evidence of Understanding	Resources
<p>ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process.</p> <p>ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate.</p> <p>ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems.</p> <p>ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.</p> <p>ART.VA.I.HS.5 Safely and Responsibly manage materials and tools.</p> <p>ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.</p> <p>ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.</p> <p>ART.VA.II.HS.3 Apply organizational principles and methods to create innovative works of art and design products.</p> <p>ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea.</p> <p>ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.</p> <p>ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork.</p>	<p>Learning techniques to manage values with various wet media.</p> <p>How can students incorporate more spontaneity into their work?</p> <p>What materials are needed to effectively paint in Wet Media?</p> <p>Students will care for and maintain their tools and supplies.</p> <p>Students will gain proficiency in a variety of watercolor techniques.</p> <p>Students will learn to sequentially approach the painting process.</p> <p>Students will learn to prepare and stretch paper for painting as well as how to mat a painting for exhibition.</p> <p>What principles of composition can be employed to make a landscape painting effective?</p> <p>Students will effectively evaluate their work using appropriate language to describe their intentions, process and results.</p>	<p>Sumi-e Values Colors Pigments Binders Gum Arabic Bright Flat Round Filbert Shader Wash Bristle Hair Sable Synthetic Background Midground Foreground Rule of Thirds light/shadow Arches Rag Tooth Cold Pressed</p>	<p>Students will be able to demonstrate spontaneity with wet media through Sumi-e painting.</p> <p>Students will demonstrate the ability to work from wash to dry brush.</p> <p>Students will create effective background, midground, and foreground shapes that demonstrate proficiency with the principles of design.</p> <p>Students will effectively mix pigments and water to intentionally create and manage a variety of colors and values.</p> <p>Students will prepare and stretch their watercolor paper readying it for work.</p> <p>Students will mat their paintings for display.</p> <p>All tools will be cleaned, formed, maintained, and ready for the next user.</p>	<p>Arches cold pressed watercolor paper - 140#</p> <p>sumi-e ink and brushes</p> <p>a small selection of quality watercolor pigments appropriate for landscape</p> <p>a selection of quality watercolor brushes</p> <p>pigment trays</p> <p>plywood stretching boards</p> <p>gum tape and thumbtacks</p> <p>various pictures representing projects to be undertaken.</p>

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<p>ART.VA.III.HS.1 Analyze and describe the formal characteristics of a work of art or design.</p> <p>ART.VA.III.HS.2 Describe how organizational principles are used to elicit emotional responses.</p> <p>ART.VA.III.HS.3 Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.</p> <p>ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork.</p> <p>ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.</p> <p>ART.VA.IV.HS.2 Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.</p> <p>ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time.</p> <p>ART.VA.V.HS.1 Design creative solutions that impact everyday life.</p> <p>ART.VA.V.HS.2 Explore and understand the variety of art and design careers. ART.VA.V.HS.3 Explore and understand the application of the creative process throughout career pathways.</p> <p>ART.VA.V.HS.4 Identify commonalities, differences, and connections between the art disciplines. ART.VA.V.HS.5 Recognize the role of art across the academic curriculum.</p> <p>ART.VA.V.HS.7 Analyze the impact of visual culture on society.</p>	<p>What is the Job of an artist?</p> <p>How does the work of artists change throughout history?</p> <p>How is the work of artists influenced by their culture?</p> <p>How and why might the body of work produced by an individual artist change over time?</p> <p>What represents the best work or most mature work of an artist?</p>	<p>Media</p> <p>Gothic</p> <p>Renaissance</p> <p>Mannerism</p> <p>Baroque</p> <p>Impressionism</p> <p>Post-Impressionism</p> <p>Cubism</p> <p>Modern</p> <p>Post Modern</p> <p>Abstract</p> <p>Figurative</p> <p>Realistic</p> <p>Acrylic</p> <p>Oil on Canvas</p> <p>Watercolor</p>	<p>Students will be assessed on their ability to create a coherent and well written narrative about the life's work of a notable artist and to share that narrative orally with other students.</p> <p>Students will be assessed on how well they can identify the intention and stylistic qualities of an artists and apply those qualities to a project of their own.</p> <p>Orally or in writing students will be able to demonstrate an understanding of the role of artists and designers in a society.</p> <p>Orally or in writing students will be able to identify a broad variety of career opportunities associated with and involving the arts</p>	<p>books</p> <p>internet sources</p> <p>museums</p> <p>printed materials</p>