

## Painting I

1. Color
2. Color Mixed Media
3. Pen and Ink
4. Self-Portrait
5. Watercolor
6. Water Colorant Experimentation

<b>COURSE: PAINTING I</b>	<b>GRADE(S): 11 - 12</b>
<b>UNIT: COLOR</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>STATE STANDARDS:</b></p> <p>7.1 Producing , Performing and Exhibiting the Arts and Humanities</p> <p>7.2 Historical and Cultural Contexts</p> <p>7.3 Critical Response to the Arts and Humanities</p> <p>7.4 Aesthetic Responses to the Arts and Humanities</p>	<p><b>UNIT OBJECTIVES:</b></p> <p>-Illustrate an understanding of color schemes: achromatic, monochromatic, complimentary, split-complimentary and analogous.</p> <p>-Comprehension of painting techniques: glazing, blending/gradation, background to foreground.</p> <p>-Describe and evaluate the work of artists</p>
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<p><b>ACTIVITIES:</b></p> <p>-Students will produce studies in their sketchbook of each of the color schemes along with other color mixing samples.</p> <p>-Students will produce a representational painting of a still life using the demonstrated painting techniques.</p> <p>-Students will choose an artist and write a formal critique of one of their works, along with a biography paragraph. Students will then create a painting emulating one of the artist's.</p> <p>-Students will compare and contrast the work of suggested artists: Rembrandt, David Teniers the Younger, and Pacovsky.</p> <p>Students will critique their work.</p> <p><b>RESOURCES:</b></p> <p><a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a></p> <p><a href="http://www.art.com">www.art.com</a></p> <p><a href="http://www.moma.org">www.moma.org</a></p>	<p><b>ASSESSMENTS:</b></p> <p>-Completion of assignments</p> <p>-Technical skill and craftsmanship</p> <p>-Oral critique of artists and students work</p> <p><b>REMEDIATION:</b></p> <p>-Opportunity to rework projects</p> <p>-Modifications of required</p> <p><b>ENRICHMENT:</b></p> <p>-Research a current event. Create a painting based on the emotions of the event. Apply color schemes to create moods.</p>
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<b>COURSE: PAINTING I</b>	<b>GRADE(S): 11 - 12</b>
<b>UNIT: COLOR MIXED MEDIA</b>	

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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>-Students will use their sketchbooks to create conceptual designs of their sculptural work prior to completion.</li> <li>-Students will produce a 3 – D mixed media painting that demonstrates the elements and principles of design.</li> <li>-Students will incorporate sculptural forms, collage, and found objects to create paintings.</li> <li>-Students will compare and contrast the work of suggested artists: Robert Rauschenberg, Claus Oldenburg, Jasper Johns, and Louise Nevelson.</li> <li>-Students will critique their work.</li> </ul> <p><b>RESOURCES:</b></p> <p>Other Vocabulary:</p> <ul style="list-style-type: none"> <li>-Collage</li> <li>-Sculptural form</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>-Completion of assignments</li> <li>-Technical skill and craftsmanship</li> <li>-Oral critique of artists and students work</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-Opportunity to rework projects</li> <li>-Modify and adjust as required</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Write a critique of a peer’s work.</li> <li>-Create a mixed media piece reflecting your opinion on a current event.</li> </ul>
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<b>COURSE: PAINTING I</b>	<b>GRADE(S): 11 - 12</b>
<b>UNIT: PEN AND INK</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>-Students will use a sketchbook to document learning process.</li> <li>-Students will demonstrate gestural techniques in a figure painting using pen/ink.</li> <li>-Students will choose to produce a landscape, cityscape or seascape. Students will combine various elements and principles of design, as well as several reference photographs if necessary, to demonstrate the discussed techniques of pen and ink.</li> <li>-Students will compare and contrast the work of suggested artists: Pablo Picasso, Henri Matisse, Andrew Wyeth, and Edward Hopper.</li> </ul> <p><b>RESOURCES:</b></p> <p><a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a></p> <p><a href="http://www.art.com">www.art.com</a></p>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>-Completion of assignments</li> <li>-Technical skill and craftsmanship</li> <li>-Oral critique of artists and students work</li> </ul> <p><b>REMEDICATION:</b></p> <ul style="list-style-type: none"> <li>-opportunity to rework projects</li> <li>-Modifications as required</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Critique peers final projects</li> <li>-Research an artist online whose work reflects qualities discussed in class. Emulate techniques of that artist.</li> </ul>
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<b>COURSE: PAINTING I</b>	<b>GRADE(S): 11 - 12</b>
<b>UNIT: SELF-PORTRAIT</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>-Students will demonstrate knowledge of facial proportions by drawing in their sketchbooks their self-portrait either using a photograph or a mirror.</li> <li>-Students will produce a representational self-portrait painting demonstrating color accuracy using the drawing as a reference.</li> <li>-Students will produce an expressive abstract self portrait demonstrating mood and emotion through color and application of medium.</li> <li>-Students will compare and contrast the work of suggested artists: Vincent van Gogh, Salvador Dali, Pablo Picasso, Chuck Close, Andy Warhol, and Willem de Kooning.</li> </ul> <p><b>RESOURCES:</b></p> <p>Other vocabulary</p> <ul style="list-style-type: none"> <li>-Glazing</li> <li>-Achromatic</li> <li>-Chromatic</li> </ul> <p><a href="http://www.art.com">www.art.com</a></p> <p><a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a></p> <p><a href="http://www.metmuseum.org">www.metmuseum.org</a></p>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>-Completion of assignments</li> <li>-Technical skill and craftsmanship</li> <li>-Oral critique of artists and students work</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-Opportunity to rework projects</li> <li>-Modifications and adjustments as required</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Create a power point presentation of portraits expressing 4 different emotions. Use as many artists as possible.</li> </ul>
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<b>COURSE: PAINTING I</b>	<b>GRADE(S): 11 - 12</b>
<b>UNIT: WATERCOLOR</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>-Students will experiment in their sketchbooks with watercolor and acrylic paints to be able to distinguish the differences and similarities</li> <li>-Students will utilize the principles of composition and uncontrolled watercolor techniques to create an abstract painting.</li> <li>-Students will apply foreground, middle-ground and background to a watercolor landscape painting, demonstrating the ability to control the watercolor medium.</li> <li>-Students will compare and contrast the work of suggested artists: Franz Kline, William Kandinsky, Jackson Pollack, Mark Rotako.</li> </ul> <p><b>RESOURCES:</b></p> <p>Other Vocabulary:</p> <ul style="list-style-type: none"> <li>-Abstraction: Color and Feeling</li> <li>-Composition: Size, Proportion and Scale</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>-Completion of assignments</li> <li>-Technical skill and craftsmanship</li> <li>-Oral critique of artists and students work</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>-Opportunity to rework projects</li> <li>-Modifications as required</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>-Produce a series of abstract watercolor paintings based on emotions.</li> <li>-Produce a series of landscape paintings utilizing various color schemes to create emphasis</li> </ul>
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<b>COURSE: PAINTING I</b>	<b>GRADE(S): 11 - 12</b>
<b>UNIT: WATERCOLOR AND EXPERIMENTATION</b>	

<p><b>NATIONAL STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. Understanding and applying media, techniques, and processes</li> <li>2. Using knowledge of structures and functions</li> <li>3. Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>4. Understanding the visual arts in relation to history and cultures</li> <li>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>6. Making connections between visual arts and other disciplines</li> </ol>
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<p><b>ACTIVITIES:</b></p> <p>Students will create abstract paintings using watercolor.</p> <p>Students will create abstract paintings using the Principles of Composition.</p> <p>Students will compare and contrast the work of suggested artists: Franz Kline, William Kandinsky, Jackson Pollack, Mark Rotako.</p> <p><b>RESOURCES:</b></p> <p>Abstraction: Color Feeling</p> <p>Composition Size Proportion Scale</p> <p>Watercolor media</p>	<p><b>ASSESSMENTS:</b></p> <p>Abstract painting</p> <p>Composition in abstract painting</p> <p>Oral critique of artists and students work</p> <p>Criteria for student project</p> <p><b>REMEDIATION:</b></p> <p>Opportunity to rework projects</p> <p>Sketchbook</p> <p>Modifications as required</p> <p><b>ENRICHMENT:</b></p> <p>Critique peers final project</p> <p>Magazine articles</p>
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