



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



CONTENT AREA(S): Visual Art

GRADE LEVEL(S): 9-12

COURSE: Painting

TIME FRAME: Semester (2.5 credits)
90 days

I. Course Overview

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

This course provides an introduction to the fundamentals of painting. Painting media may include watercolor, acrylics, and tempera. Ink is used in addition to other painting-related media. Beginning and more-advanced students may take this course. Instruction and demonstration precede each painting activity. Specific subjects are assigned for each medium and technique. Design and compositional concepts as well as art criticism and history are part of instruction. Creativity, craftsmanship, personal effort, critical thinking, sketchbooks, and monthly homework assignments are all included in the grading process. In order to succeed in this class, students must meet the required criteria given for all projects, be prepared to question and critique their own work, and offer feedback on the work of other artists. Each assignment should be approached with an open mind and positive attitude.

II. Units of Study

***Please Note: The order in which the units are taught can be adjusted at the teacher's discretion. ***

Unit 1: Brush Control, Technique, & Studio Maintenance (~15 days)

- Sharp Edges: Blending, Layering
- Care of Brushes & Studio Cleanup
- Acrylic
 - Mixing Paint
 - Blending and Sharp Edges
 - Paint Consistencies and Properties
 - Gloss and Gel Mediums
- Watercolor
 - Wet on Wet
 - Wet on Dry
 - Dry Brush
 - Layered Color/Blending

Revision Date: January 2020



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- o Resist: Wax and Rubber Cement
- o Salt and Other Accents

Unit 2: Color (~15 days)

- Color Wheel
- Properties of Color
 - o Value
 - o Hue
 - o Saturation
- Use for Color Schemes
 - o Monochromatic
 - o Complementary
 - o Analogous (Warm and Cool)
 - o Neutrals
- Color Harmonization
 - o Implosive – Monochrome, Neutrals, Thermal Scales
 - o Explosive – Complementary, Trios, Triads

Unit 3: Still Life (~15 days)

- Composition - Spatial Relationships
 - o Overlap
 - o Depth
 - o Cropping
 - o Diagonals
- Size and Placement of Objects in Painting
- Light and Shade
 - o Value
 - o Form
 - o Shape
 - o Texture
 - o Color
 - o Space
 - o Line)
- Point of View
 - o Worm's Eye
 - o Bird's Eye

Unit 4: Landscapes and Nature (~15 days)

- Horizon Lines
- Atmospheric Perspective
 - o Depth
- Rhythm
 - o Bands of Horizontals
- Overlapping and Cropping



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



Unit 5: Figures and Portraits (~15 days)

- Figures
 - Proportion
 - Pivot Points
- Portraits
 - Proportion
 - Front, $\frac{3}{4}$, and Profile Views

Unit 6: Narrative (~15 days)

- Imaginative: Tell a Story Through a Collection of Images
- Composition
- Scale
- Emphasis
- Color Harmony

Each project/topic is broken down in the following manner:

- Concept Introduction & Art History Connections
 - *Whole group discussion of basic concepts and connections to art history and culture.*
- Material/Skill Demonstration
 - *Teacher-led demonstration/modeling of new skills.*
 - *Students practice new skills.*
- Project Planning & Execution
 - *Students apply concepts and skills in a hands-on manner through the creation of individual works of art.*
- Reflection & Self-Evaluation
 - *Students complete a critique sheet, reflecting on their work and design process.*

III. Essential Questions

Unit 1: Brush Control, Technique, & Studio Maintenance

- Why is it important for artists to maintain the condition of their materials and equipment?
- How does the choice of materials impact the result of an artwork?

Unit 2: Color

- How can color impact our perception of a subject?
- What are some examples of strong color usage in art? In nature? In culture?

Unit 3: Still Life

- How does point of view impact the viewer's relationship to the artwork?
- How can a still life tell a story?
- How can a still life tell us something about the artist?

Unit 4: Landscapes and Nature

- What makes an interesting landscape?
- What role does light/color play when painting a landscape?
- Why is composition and cropping important in a landscape?
- What role does the focal point play in landscape images?

Revision Date: January 2020



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



Unit 5: Figures and Portraits

- How has portraiture (or representation of the figure) changed over time?
- What makes a good portrait?

Unit 6: Narrative

- How does art help us tell a story in a way that is different from words or text?
- How can visual art be inspired by a variety of sources? Music? Dance? Personal experiences? History?

IV. Learning Objectives

- Identify common themes that exist within artworks from a variety of cultures and time frames.
- Describe and identify the stimuli for the creation of paintings.
- Analyze cultural and historical events that have impacted art-making.
- Interpret how audiences respond to works of art.
- Justify the impact of innovations in the arts and access to the arts on societies.
- Experience and control a variety of painting media, including current arts-related technologies. These may include acrylic, oil, watercolor, oil pastel, pen and ink and mixed media.
- Identify how artworks can be rendered culturally and historically specific through the usage of tools, techniques, styles and materials.
- Select and analyze the expressive potential of painting media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.
- Create expressive paintings using art elements, including line, shape, form, value, contour, and perspective.
- Create original, expressive works of art in one or more mediums using the principles of art to organize the art elements, including mood, emphasis, and unity.
- Organize and exhibit personal works that convey a high level of understanding of how the expression of an idea relates to a technique or medium.
- Recognize fundamental elements within artworks across various cultures and timeframes.
- Speculate on an artist's intent using visual arts terminology and cite clues to substantiate their hypothesis.
- 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.
- Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

NJSLS Visual Art Standards:

- 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.
- 1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
- 1.2.12.A.1 Determine how visual art has influenced world cultures throughout history.

Revision Date: January 2020



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- 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.
- 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
- 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.
- 1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
- 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
- 1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
- 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
- 1.4.12.B.1 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 dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 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.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

National Core Arts Standards

- VA:Cr1.1.1a Use multiple approaches to begin creative endeavors
- VA:Cr1.2.1a Shape an artistic investigation of an aspect of the present day life using a contemporary practice of art or design.
- VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.
- VA:Cr2.2.1a Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr5.1.1a Analyze and evaluate the reasons and ways an exhibition is presented
- VA:Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re.7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re.7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

Revision Date: January 2020



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- VA:Re.8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA:Re.9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.
- VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

Technology Integration | NJSLS 8.1

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

21st Century Integration | NJSLS 9

- 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen..
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Language Arts (allegorical symbolism)
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Social Studies
 - 6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- Engineering
 - 8.2.12.B.1 The cultural, social, economic and political effects of technology
 - 8.2.12.C.1 The attributes of design.
 - 8.2.12.C.6 The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.

Revision Date: January 2020



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Mathematics
 - G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
- Science (Chemical Reactions - Heat [Kiln])
 - MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

V. Instructional Materials

Core Materials:

- [The Art of Education](#)
- [Incredible Art Lessons](#)
- [Google Arts & Culture \(Art Culture Resources\)](#)
- Teacher computer with Internet access and projector/Smart Board
- Document Camera
- Chromebooks/Computing Devices (*for research*)
- Pencils
- Paper (11 x 17)
- Masking Tape
- Canvas
- Brushes
- Water Bins
- Acrylic Paint
- Markers
- Colored Pencils
- Thick Paper
- Acetate Sheets
- Glue Sticks
- Acrylic Artists Medium for sealer
- Mat Boards
- Tape
- Viewfinder
- Canvas Paper

Supplemental/District Created Materials:

- Taking a Stand
- Torn Paper Painting [Value Study]
- Torn Paper Painting - Color Examples
- Torn Paper Painting - Grayscale Examples
- Gateway to the Future
- Gateway & Symbolism Pictures
- Gateway to the Future Presentation
- Cultural Architecture
- Perspective Presentation
- Architecture Paintings Presentation
- Examples from Maja Wronska
- Examples from Grzegorz Wrobel

Revision Date: January 2020



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Variation on Architecture Painting - Perspective
- Painting the Past Presentation
- Mimic a Master - Master Artistic Reproduction

VI. Key Performance and Benchmark Tasks

Assessment Methods:

- Students will complete approximately five (5) projects throughout the semester.
- When a student completes a project, s/he will complete a critique sheet, reflecting on their work and answer thoughtful questions on their design process.
- A rubric is outlined on the critique sheet, delineating the project parameters and expectations.

Summative:

- **Taking a Stand** - *This Creative Challenge invites students to express a social issue through the following visual imagery: masking tape patterns, 3 painting of mannequins & small hand written text.*
- **Torn Paper Painting** - *Students will "paint" with torn paper using a limited number of values found in a photograph. Using torn paper instead of direct painting requires students to visually divide the areas of value into separate shapes and define each shape individually. Students will work directly on a piece of styrene over the image, eliminating the need for preliminary sketches and keeping the image constantly in front of them so they can "copy" the values.*
- **Mimic a Master - Master Artist Reproduction** - *Students will select a master artist who utilizes figures of portraits in their work and use the appropriate techniques to create a reproduction or interpretations of one of the artist's pieces.*
- **Gateway to the Future** - *Students will create an artwork with metaphor about moving from the present through a symbolic portal to the future. This project pairs a painting of a gateway constructed from children's building blocks with an ink drawing of a personal symbol on a collage background. Space- foreground, middle ground, and background- functions as a passage of time from the present to the future.*
- **Cultural Architecture** - *Students will create an architectural painting that reflects your culture or heritage using accurate perspective. Students are asked to explore his/her own culture or heritage through an investigation of relevant architectural structures. During his process students will begin to identify a common usage of ornamentation, functional elements and structure that reveals itself as the style of that culture. Usage of accurate perspective also becomes an effective and essential tool in depicting these architectural paintings.*

Formative:

- Personal Portfolio Reflection Sheet
- **Taking a Stand Warm-Up Activity:** *Students begin this assignment with a drawing of a mannequin on newsprint. Students redraw this image on a sheet of thick paper and use black and white paint to render the mannequin.*
- **Gateway to the Future Building Blocks:** *Students begin this assignment with a drawing of a gateway with block, make a drawing of this gateway to ensure accurate proportion and shading, transfer this drawing to the prepared ground and paint it using tints and shades.*
- Taking a Stand Critique
- Torn Paper Portraits: A Value Study

Revision Date: January 2020



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Students “score” themselves on each rubric (linked above) prior to submitting the rubric and final piece for teacher review.
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips

Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below in Section VII.

VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Remove the expectation of advanced craftsmanship
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Taking a Stand
 - Teacher can print out a large image of the mannequin and the student can paint on top OR the student can transfer printout to canvas and then paint.
- Torn Paper Painting
 - Teacher can assist students with correctly mixing tones that will work best with their portraits.
- Mimic a Master - Master Artist Reproduction
 - Students can use a grid drawing or tracing option to transfer the shapes of the master painting to their canvas.
- Gateway to the Future
 - Teacher can give step by step assistance with correctly drawing the block (gateway design)
 - Students can use graphite paper to transfer their metaphor image to the canvas.
- Cultural Architecture
 - Teacher can enlarge a print out to fit the canvas and assist student with transferring their image to their canvas.

Revision Date: January 2020



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Teachers can assist with mixing several varieties of color that will be stored in cups and the student will use to paint their image.

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal in their native language.
- Preferential seating.

Gifted & Talented

- Access to additional materials to develop ideas and project details.
- Taking a Stand
 - Students can be challenged to use more than the required number of mannequins (3) in their composition.
 - Students can elaborate on the complementary color palette by providing a justification for a new and unique palette.
- Torn Paper Painting
 - Students can use more elaborate applications of color to demonstrate their tones.
 - Teacher can supply students with alternative papers to paint on.
 - Students can work 3 dimensionally off the 2 dimensional surface.
- Mimic a Master - Master Artist Reproduction
 - Students can develop a painting and composition that is inspired by the art that they choose to mimic and implement their own content.
- Gateway to the Future
 - Students can use multiple metaphors in their painting which conveys their story about their future plans.
 - Student can apply textures and surfaces to their arrangement of blocks that represent their gateway.
- Cultural Architecture
 - Students can develop their own building based on their choice of the cultural architecture that they explored.

Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.

Revision Date: January 2020



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Pacing and guidance in long term projects: Work chunked out based on tasks, individual check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.

504s

- Completely dependent on the student's 504 plan.
 - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
 - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
 - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific artistic skills that require them.

GENERAL NOTES:

- The order in which the units are taught can be adjusted at the teacher's discretion.
- Projects may change to teacher discretion as long as the identical principles of Art are incorporated.
- Days are fluid and some activities may extend longer.
- Lessons and units will be adjusted as per students' prior knowledge.
- Allowing individual student creative processes to help curtail formulaic projects.