

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

PAINING MEDIA 1

Curriculum writing committee:

Dr. Irene Lantz

Grade Level:

10-12

Date of Board Approval: _____ 2023 _____

Course Weighting:

Projects (7-8 per course)	100 points per assignment
Classwork Assignments	25-50 points per assignment
Participation/Preparation	20 points per assignment

Curriculum Map

Overview: This course provides the foundation of painting, its application and materials. It focuses on the basic elements of painting, and the elements and principles of design. The student will explore color theory, light, texture, transparency/impasto and composition utilizing processes of underpainting, blocking, texture, wet-into-wet, dry-brush, masking, and alla prima. Working from direct observation and photographic reference, students develop an understanding of composition and paint manipulation.

Time/Credit for the course: 1 semester, 90 days, ½ credit, 1 period per day.

Goals:

Understanding of:

- Elements and Principles of Design
- Aesthetic Art Theories: Imitationalism, Emotionalism, Formalism
- Composition
- Observational skills: utilizing the Elements and Principles of Design, Study of light and form in space with paint on a 2-dimensional surface.
- Color Theory: perspective and value using color.
- Painting Techniques: texture, transparency/impasto, underpainting, blocking, texture, wet-into-wet, dry-brush, masking, and alla prima.
- Critique in Painting: apply constructive criticism, Interpret, define, aesthetic and formal analysis.
- Exploring Symbolism and Metaphor in Painting
- Alla prima with palette knife
- Exploring Identity and Painting
- Critical and Analytic process: exploring critical and creative thinking in Painting

Big Ideas:

- Artists use the elements of art and the principles of design to guide development and application of a variety of drawing, illustration and rendering techniques and approaches.
- Artists use tools and resources as well as their own experiences and skills to create art.
- There are formal and informal processes used to assess the quality of works in the arts.
- People have expressed experiences and ideas through the arts throughout time and across cultures.
- The arts provide a medium to understand and exchange ideas.

Curriculum Plan

UNIT 1: Color Theory, Aesthetic Theory

Time/Days: 15 Days

- **Standards:**
[9.1.12. A,C,D,E,F,J](#)
[9.2.12 A,B,C,D,E,](#)
[9.3.12 A,B,C,D, E,F,G,](#)
[9.4.12 A,B,C,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** composition and design, theory, media exploration, content, formal critiques

Objectives:

- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level 1,3,4)
- Employ strategies of painting skills while creating a work of art. (DOK Level 1,2,3)
- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level 1,3,4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling value mixing and blending colors, black and white, and color wheel examples, handouts of color theory definitions.
2. Create color theory wheels using primary, secondary and tertiary colors in acrylic paint. Create two color wheels, tracing the form, dividing the shapes and labeling the colors to paint.
3. Mixing and appropriating colors using acrylic paint.
4. Class critique, analyze artwork, student self-evaluation.

Materials: Color wheels, paper, acrylic paint, brushes, water, pencils, erasers, rulers

Assessments:

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Presentation and analysis of artwork graded using a rubric

UNIT 2: MEDIA EXPLORATION: MOSAIC

Time/Days: 15 Days

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E,](#) [9.3.12 A,C,D,](#) [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)

- **Eligible Content:** color theory, layering technique, composition and design, form, function, sculpture, three-dimensional, mosaic, and collage exploration

Objectives:

- Define mosaic and identify different methods of collage (DOK Level 1)
- Apply understanding of attributes to skill development. (DOK Level 4)
- Explore media and color to develop artwork (DOK Level 3)
- Plan, design, and create an image that takes the form of a puzzled collage (DOK Level 4)
- Analyze, revise, and evaluate works. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board.
2. Students will research mixed media and collage artworks that utilize this method as their medium.
3. Students will apply color theory, the elements and principles of design, and collage techniques to apply to their design.
4. Using a photo image of a landscape, delineation of shape and colors with markers to create puzzle parts will be outlined onto two drawing papers. One sheet for cutouts, and painting, and the second for pasting down onto designed template.
5. Color matching and mixing including values will be applied.
6. Class critique, analyze mosaic collage, student self-evaluation.

Materials: Paper, scissors, glue, pencils, erasers, rulers, paint, brushes, assorted, photos, computer, internet

Assessments:

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Mosaic color theory project graded using a rubric

UNIT 3: ELEMENTS AND PRINCIPLES OF DESIGN: STILL LIFE

Time/Days: 15 Days

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** color theory, elements and principles of design, perspective

Objectives:

- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level 1,3,4)
- Create an original painting observing life objects that utilize the elements and principles of design in their formation. (DOK Level 1, 2,3,4)
- Apply understanding of attributes to skill development. (DOK Level 4)
- Explore media and color, perspective, value and form to develop artwork (DOK Level 1,2,4)
- Plan, design, and a painting representing individual style, that includes perspective, form, light and color. (DOK Level 4)
- Analyze, revise and evaluate works. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board.
2. Create a still life composition using multiple objects withing a cropped composition.
3. Utilize various techniques of painting, texture, transparency/impasto, underpainting, blocking, texture, wet-into-wet, dry-brush, masking, and alla prima to explore individuality of painting technique.
4. Group Presentation
5. Class critique, analyze artwork, student self-evaluation.

Materials: Canvas, acrylic paints, water, brushes, pencils, erasers, rulers

Assessments:

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of still life using a rubric

UNIT 4: ALLA PRIMA

Time/Days: 5 Days

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** art criticism, color theory, elements and principles of design, color theory, layering technique, composition and design, and technique of palette knife to effect style in a painting.

Objectives:

- Create a variety of paintings completing each in one-sitting employing the technique of Alla Prima. (DOK Level 1,2,4)
- Apply understanding of attributes to skill development. (DOK Level 4)
- Explore media and color to develop artwork (DOK Level 3)
- Analyze, revise, and evaluate works. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board.
2. Create and complete multiple still life compositions each using a few objects in one sitting.
3. Paint multiple portraits alla prima of a live subject each in one sitting.
4. Utilize alla prima techniques of painting to explore individuality of painting techniques: texture, transparency/impasto, wet-into-wet, dry-brush.
5. Group Presentation
6. Class critique, analyze artwork, student self-evaluation.

Materials: Heavy paper, acrylic paints, water, brushes, pencils, erasers, rulers

Assessments:

- **Diagnostic:** Direct observation, discussion and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of artworks using a rubric

UNIT 5: ART HISTORY PAINTING

Time/Days: 10 Days

- **Standards:** [9.1.12.A,B,C,D,E,H](#) [9.2.12.A,B,C,D,E](#) [9.3.12.A,C,D](#) [9.4.12.B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** art criticism, color theory, elements and principles of design, art history, design, color theory, composition and design, form, function, modern art.

Objectives:

- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level 1,3,4)
- Research modern artists in art history. (DOK Level 1,2,4)
- Apply understanding of attributes to skill development. (DOK Level 4)
- Analyze, revise, and evaluate works. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board, hand-outs. computers.
2. Research a modern artist's work of art and incorporate a copy of the artwork (photo) within an original artwork by adding original designs around the photo of an artwork.
3. Create a piece of artwork that emulates the artistic work of a famous artist.
4. Class critique, analyze artwork, student self-evaluation.

Materials: Handouts, computers, acrylic paint, brushes, board, pencils.

Assessments:

- **Diagnostic:** Direct observation, discussion, and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of Art History Research painting using rubric

UNIT 6: METAPHORS IN ART: SELF-PORTRAIT

Time/Days: 15 Days

- **Standards:** [9.1.12 A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** art criticism, color theory, elements and principles of design, art history, design, color theory, layering technique, composition and design, form, function, mixed media, theme, metaphors, identity, others related to specific content areas that might be used as themes.

Objectives:

- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level 1,3,4)
- Research and investigate symbols and metaphors used in art and its application within an original art piece. (DOK Level 1,2,4)
- Apply understanding of attributes to skill development. (DOK Level 4)
- Explore media and color and collage to develop artwork (DOK Level 3)
- Plan, design, and create a metaphorical design using various media techniques (collage, paint, pencil, oil pastel, etc.) (DOK Level 2,3,4)
- Analyze, revise, and evaluate works. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board, Hand-out of questionnaire, probing self-identity, and personal philosophies. Resources of symbols and metaphors.
2. Develop meaningful symbols and metaphors for their paintings.
3. Incorporate concepts of symbols and metaphors reflecting student identity, and personal expressions within a well-balanced composition.
4. Utilize all painting techniques and collage to explore individuality of painting techniques: (texture, transparency/impasto, underpainting, blocking, texture, wet-into-wet, dry-brush, masking, and alla prima.
5. Class critique, analyze artwork, student self-evaluation.

Materials: Handouts, art supplies that are available in the art room, (e.g., images, paint, brushes, paper, rice paper, pencils, ink, color pencils, oil pastels, mod podge, acrylic paint, paper pencils, canvas, board).

Assessments:

- **Diagnostic:** Direct observation, discussion, and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of metaphor self-portrait using a rubric

UNIT 7: ABSTRACT IN ART

Time/Days: 15 Days

- **Standards:** [9.1.12.A,B,C,D,E,H](#) [9.2.12.A,B,C,D,E](#) [9.3.12.A,C,D](#) [9.4.12.B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** art criticism, color theory, elements and principles of design, art history and non-objective theory, design, color theory, layering technique, composition and design.

Objectives:

- Create an original art piece applying the 20th century's canons of abstraction in art. (DOK Level 1,2,4)
- Apply understanding of attributes to skill development. (DOK Level 4)
- Explore media and color to develop artwork (DOK Level 3)
- Plan, design, and create a design using various media techniques (collage, paint, pencil, oil pastel, etc.) (DOK Level 4)
- Analyze, revise, and evaluate works. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

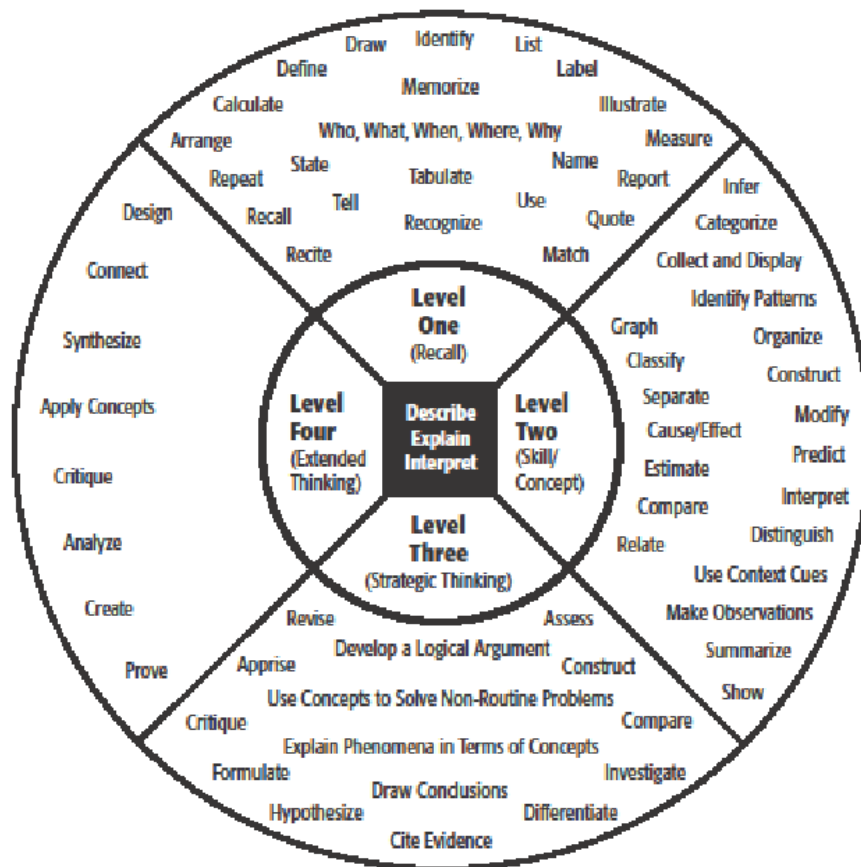
1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board. Handouts of abstract art historical analysis.
2. Explore and integrate the concepts of the non-objective with the elements and principles of design. Incorporating deconstruction of forms by cropping, skewing, overlapping, rotate, tearing, layering, multiplying, etc. to create an abstract image, integrating the use of color to enhance the image.
3. Class critique, analyze artwork, student self-evaluation.

Materials: Handouts, magazines, images, paper, acrylic paint, brushes, paper, pencil, glue.

Assessments:

- **Diagnostic:** Direct observation, discussion, and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of abstract painting using a rubric

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Numan L. and others. "Web Aligned Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 7 Feb. 2006. <<http://www.wisconsin.edu/WAT/index.aspx>>

WEBB's Depth of Knowledge Definition (DOK) Levels 1-4

Level 1: Recall and Reproduction

Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are typical Level 1 tasks.

Level 2: Skills and Concepts

At this level, a student must make some decisions about his or her approach. Tasks with more than one mental step such as comparing, organizing, summarizing, predicting, and estimating are usually Level 2.

Level 3: Strategic Thinking

At this level of complexity, students must use planning and evidence, and thinking is more abstract. A task with multiple valid responses where students must justify their choices would be Level 3. Examples include solving non-routine problems, designing an experiment, or analyzing characteristics of a genre.

Level 4: Extended Thinking

Level 4 tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. Designing a survey and interpreting the results, analyzing multiple texts by to extract themes, or writing an original myth in an ancient style would all be examples of Level 4.

<https://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst>