HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH HIGH SCHOOL ART CURRICULUM PAINTING GRADES 9-12

AUGUST 2019

Painting Grades 9-12 Course Overview

In this course, students will work with color and a variety of paint media to explore numerous subject possibilities. Emphasis is on good composition, paint handling, and color theory. Creative approaches to idea and skill development and composition are stressed. Typical areas of study might include watercolors, oils, acrylics, tempera, and mixed media. Since painting skills tend to build upon drawing ones, it is recommended (but not required) that students take Drawing before taking this course.

This 2.5 credit semester course helps fulfill the state graduation requirement contained in N.J.A.C. 6A:8-5.1(a)lvii for "at least 5 credits in Visual and Performing Arts" for all students who entered high school in 2010 or later.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and the National Standards for Visual and Performing Arts.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Color	30	1.1.12.D.1-Distinguish	What is the	Artists often use	Discuss basic	Teacher will	Using proper	CRP1. Act as a
Theory	days	innovative applications of the elements of art and principles of design in visual artworks from	meaning of art? How can color suggest meaning in	color to express a mood or feeling in a piece of	color concepts, such as primary, secondary, and	provide individual and group feedback regarding skills,	conventions and grammar when speaking and writing.	responsible and contributing citizen and employee.
		diverse cultural	a work of art?	artwork.	intermediate	technique and		
		perspectives and identify			colors; advance	craftsmanship.	Collaborating and	CRP2. Apply
		specific cross-cultural	What makes	An	and receding		discussing high	appropriate
		themes.	painting different	understanding of	colors;	Written	level ideas with	academic and
			from other art	color theory is	analogous	summative	classmates and	technical skills.
		1.2.12.A.1-Determine	mediums?	crucial if one	colors;	assessment.	team members.	
		how dance, music,		wants to	complementary			CRP4.
		theatre, and visual art	How have	advance as an	colors;	Group critique.	Engage in	Communicate
		have influenced world	historical	artist.	monochromatic		multiple forms of	clearly and
		cultures throughout	developments		colors; neutral	Student	discussion in	effectively and
		history	affected the visual	Artists use a	colors; warm	projects will be	order to process,	with reason.
		1212710 1	arts?	variety of	and cool colors;	graded	make sense of,	CD D5
		1.3.12.D.1-Synthesize	**	problem solving	tints, shades,	according to	and learn from	CRP5.
		the elements of art and	How can art	and decision-	and tones;	departmental	others' ideas,	Consider the
		principles of design in an	historical	making skills to	value contrasts;	rubric, which	observations, and	environmental,
		original portfolio of two-	references improve	apply the	intensity, and	will be adapted	experiences.	social and
		and three-dimensional artworks that reflects	the quality of a student's work?	elements of art	muddiness.	for the	Intermeter and	economic
			student's Work?	and principles of	Domonstrata	assignment.	Integrate and	impacts of
		personal style and a high	How can the	design in two- dimensional	Demonstrate		evaluate multiple sources of	decisions.
		degree of technical proficiency and	understanding and	works of art.	how to safely use an		information	CRP6.
		expressivity.	incorporation of	works of art.	assortment of		presented in	Demonstrate
		expressivity.	the elements and	Two-	painting tools		diverse formats	creativity and
		1.3.12.D.2-Produce an	principles of	dimensional	and materials.		and media.	innovation.
		original body of artwork	design strengthen a	design in	and materials.		and media.	iiiiovatioii.
		in one or more art	student's work?	various media	Demonstrate		Use measuring	CRP7. Employ
		mediums that	Stadent 5 Work.	has been used	color theory		skills and tools to	valid and
		demonstrates mastery of	How can critique	by various	applications		format and mat or	reliable
		visual literacy methods,	affect the creation	cultures and	and the		mount art works.	research
		techniques, and cultural	and/or	civilizations	relationships			strategies.
		understanding.	modification of an		between the			

	existing or new	throughout	various colors	Demonstrate safe	CRP8. Utilize
1.3.12.D.5-Identify the	work of art?	history.	through color	use of art	critical thinking
styles and artistic			mixing.	materials,	to make sense
processes used in the	How can the use of	The creation of	8	ingredients, and	of problems
creation of culturally and	color express a	art includes	Possible	equipment.	and persevere
historically diverse two-	mood or feeling in	creative	Learning	oquipinoni.	in solving
and three-dimensional	a piece of artwork?	planning and the	Activities		them.
artworks and emulate	a proce or aremorn.	use of a variety	11001110105		********
those styles by creating	How do underlying	of studio skills.	Create a color		CRP9. Model
an original body of	structures	or stadio skins.	wheel		integrity,
work.	unconsciously	Through the	demonstrating		ethical
Work.	guide the creation	study of art,	knowledge of		leadership and
1.4.12.A.2-Speculate on	of art works?	people learn to	color theory.		effective
the artist's intent, using	of art works.	make informed	color theory.		management.
discipline-specific arts	How does planned	critical	Create a design		
technology and citing	risk taking affect	judgments, gain	chart or grid		
embedded clues to	the creation more	knowledge	showing how to		
substantiate the	sophisticated	about visual	mix		
hypothesis.	imagery?	communication,	complementary		
hypothesis.	imagery.	and learn to	colors, tints,		
1.4.12.A.3-Develop	How might one's	respect one's	and shades.		
informed personal	choice of color	own expression	and shades.		
responses to an	(and other choices)	and those of	Mix one's own		
assortment of artworks	affect the mood,	others.	black.		
across the four arts	tone, or	outers.	olucia.		
disciplines (dance,	interpretation of	Artists use a	Create a		
music, theatre, and	one's work?	variety of media	computer color		
visual art), using	one s work.	and technology	design showing		
historical significance,	How does	tools to find	color theory		
craftsmanship, cultural	exaggeration or	visual resources	applications.		
context, and originality	emphasis of one or	to inspire future	PP		
as criteria for assigning	more	paintings.	Create a collage		
value to the works.	elements/principles	F	composition		
	alter the meaning	The	using color		
1.4.12.B.1-Formulate	or quality of one's	development of	theory.		
criteria for arts	composition?	critical thinking			
evaluation using the		skills enables			
principles of positive	How can varied	keener insights			
critique and observation	effects be applied	when solving			
of the elements of art	successfully to	future design			
and principles of design,	one's composition	problems.			
and principles of design,	one s composition	problems.			

and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.	to produce effective communication of one's ideas?			
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.				

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
The Act of	60	1.1.12.D.1-Distinguish	How does	The best way to	Discuss and	Teacher will	Using proper	CRP1. Act as a
Painting	days	innovative applications of	understanding	learn to paint is	demonstrate how	provide	conventions and	responsible and
		the elements of art and	the elements	by painting	to paint in a	individual and	grammar when	contributing
		principles of design in	and principles	frequently, in	variety of media	group feedback	speaking and	citizen and
		visual artworks from	of design	order to develop	and styles such as	regarding skills,	writing.	employee.
		diverse cultural	enable you to	a comfort level	acrylics/oils,	technique and		
		perspectives and identify	make strong	with the brush.	collage, inks,	craftsmanship.	Collaborating and	CRP2. Apply
		specific cross-cultural	design choices?		oil/chalk pastels,		discussing high	appropriate
		themes.		Painting skills	tempera,	Written	level ideas with	academic and
			How do	tend to build	watercolor.	summative	classmates and	technical skills.
		1.2.12.A.1-Determine how	different	upon drawing		assessment.	team members.	
		dance, music, theatre, and	techniques,	skills, which is	Discuss and			CRP4.
		visual art have influenced	media, and	why, to succeed	demonstrate safe	Group critique.	Engage in	Communicate
		world cultures throughout	processes affect	in a Painting	and proper use of		multiple forms of	clearly and
		history	self-	class, it's	such tools as	Student projects	discussion in	effectively and
			expression?	important for	various brushes,	will be graded	order to process,	with reason.
		1.3.12.D.1-Synthesize the		students to have	various missing	according to	make sense of,	
		elements of art and	What makes	a strong drawing	trays and	departmental	and learn from	CRP5.
		principles of design in an	painting	foundation.	palettes/palette	rubric, which	others' ideas,	Consider the
		original portfolio of two-	different from		paper, easel,	will be adapted	observations, and	environmental,
		and three-dimensional	other studio	Artists use a	canvas board,	for the	experiences.	social and
		artworks that reflects	mediums?	variety of	various papers,	assignment.		economic
		personal style and a high		problem solving	gesso,		Integrate and	impacts of
		degree of technical	How can artists	and decision-	gloves/mat/gel		evaluate multiple	decisions.
		proficiency and	use traditional	making skills to	mediums, canvas		sources of	
		expressivity.	methods, such	apply the	cloth, and		information	CRP6.
			as a variety of	elements of art	stretcher strips.		presented in	Demonstrate
		1.3.12.D.2-Produce an	painting	and principles of			diverse formats	creativity and
		original body of artwork in	techniques, to	design in two-	Discuss and		and media.	innovation.
		one or more art mediums	create works of	dimensional	demonstrate			
		that demonstrates mastery	art?	works of art.	techniques such		Use measuring	CRP7. Employ
		of visual literacy methods,			as scumbling,		skills and tools to	valid and
		techniques, and cultural	Why must art	Two-	impasto, glazing,		format and mat or	reliable
		understanding.	materials be	dimensional	dry brush, wet		mount art works.	research
			used in a safe	design in	into wet, line,			strategies.
				various media	masking out,			

1.3.12.D.4-Analyze the	and responsible	has been used	blending, lifting	Demonstrate safe	CRP8. Utilize
syntax and compositional	manner?	by various	color, graded	use of art	critical thinking
and stylistic principles of	mamier.	cultures and	color, spatter, and	materials,	to make sense
two- and three-dimensional	What is the	civilizations	wash.	ingredients, and	of problems
artworks in multiple art	importance of	throughout	W doll	equipment.	and persevere
media (including computer-	design and	history.	Discuss how to	equipment.	in solving them.
assisted artwork), and	craftsmanship	mstory.	progress through		in solving them.
interpret themes and	in a work of	The creation of	these various		CRP11. Use
symbols suggested by the	art?	art includes	stages of a		technology to
artworks.	art:	creative	painting:		enhance
artworks.	How can artists	planning and the	thumbnails,		productivity.
1.3.12.D.5-Identify the	use texture	use of a variety	roughs,		productivity.
styles and artistic processes		of studio skills.			
used in the creation of	effectively in a composition?	of studio skills.	underpainting, local color, and		
	composition?	Through the	selected media		
culturally and historically diverse two- and three-	What	Through the			
		study of art,	completion.		
dimensional artworks and	constitutes a	people learn to	Dama naturata dha		
emulate those styles by	quality	make informed	Demonstrate the		
creating an original body of	painting?	critical	following basic		
work.	**	judgments, gain	painting		
14104177	How may	knowledge	techniques in each		
1.4.12.A.1-Use contextual	critique affect	about visual	selected media:		
clues to differentiate	the creation	communication,	setting up a		
between unique and	and/or	and learn to	painting space,		
common properties and to	modification of	respect one's	preparing the		
discern the cultural	an existing or	own expression	painting surface,		
implications of works of	new work of	and those of	preparing proper		
dance, music, theatre, and	art?	others.	paints for specific		
visual art.			method use,		
		Artists use a	applying		
1.4.12.A.2-Speculate on the		variety of media	preliminary idea		
artist's intent, using		and technology	work to painting		
discipline-specific arts		tools to find	surface,		
technology and citing		visual resources			
embedded clues to		to inspire future	Discuss the		
substantiate the hypothesis.		paintings.	difference		
			between realistic,		
1.4.12.A.3-Develop		The	abstract, and non-		
informed personal		development of	objective styles of		
responses to an assortment		critical thinking	art		
of artworks across the four		skills enables			

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	disciplines (dance,	keener insights	Discuss the		
	ic, theatre, and visual	when solving	concepts of		
		future design	foreground		
		problems.	middle ground,		
cultu	ural context, and		and background;		
origi	inality as criteria for		atmospheric/aerial		
assig	gning value to the		perspective; light.		
work	ks.				
			Possible Learning		
1.4.1	12.B.1-Formulate		Activities		
	eria for arts evaluation				
using	g the principles of		Create paintings		
	tive critique and		using a variety of		
	ervation of the elements		media and		
	rt and principles of		approaches		
	gn, and use the criteria		Tr		
	valuate works of dance,		Design and create		
	ic, theatre, visual, and		an abstract		
	timedia artwork from		painting using		
	erse cultural contexts		one of the		
	historical eras.		following		
and	ilistorical clas.		approaches: still		
	12.B.2-Evaluate how an		life, landscape,		
	st's technical				
			figurative,		
	iciency may affect the		fantasy.		
	tion or presentation of a		C		
	k of art, as well as how		Create a realistic		
	context in which a work		acrylic painting		
	erformed or shown may		using still life		
	act perceptions of its		materials		
signi	ificance/meaning.		including		
			patterned fabric, a		
			shining object,		
			and more objects		
			to create a theme		
			Create a		
			watercolor using		
			at least five of the		
			learned		
			techniques		

		Create a mixed		
		media piece to		
		make a social,		
		ethical, or moral		
		statement.		

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The Creative Edge by Mary Todd Beam

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<u>Launching the Imagination: A Comprehensive Guide to Basic Design</u> by Mary Stewart, Published by McGraw Hill,

NY

The Parent's Guide to College Admissions by Marjorie Nieuwenhuis

Published by Kaplan Educational Centers and Simon & Schuster, NY

Thinking through Aesthetics by Marilyn G. Stewart

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http://www.pbs.org/art21/

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ASSOCIATED JOBS LIST BY UNIT

Unit 1 Color Theory	Advertising Director Logo/Branding Designer Advertisement Designer Magazine Layout Designer Book/eBook Designer Packaging Designer Fine Artist Illustrator
Unit 2 The Act of Painting	Graphic designer Illustrator Fashion Designer Industrial Designer Animator Landscape Architect Architect Fine Artist Advertising Director Logo/Branding Designer Advertisement Designer Magazine Layout Designer Book/eBook Designer Packaging Designer