

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.

2019 HTPS Visual Arts Curriculum Map – Painting Grades 9-12

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How can art historical references improve the quality of a student's work?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

		<p>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.</p> <p>1.4.12.A.2-Speculate on the artist's intent, using discipline-specific arts technology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3-Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>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,</p>	<p>existing or new work of art?</p> <p>How can the use of color express a mood or feeling in a piece of artwork?</p> <p>How do underlying structures unconsciously guide the creation of art works?</p> <p>How does planned risk taking affect the creation more sophisticated imagery?</p> <p>How might one's choice of color (and other choices) affect the mood, tone, or interpretation of one's work?</p> <p>How does exaggeration or emphasis of one or more elements/principles alter the meaning or quality of one's composition?</p> <p>How can varied effects be applied successfully to one's composition</p>	<p>throughout history.</p> <p>The creation of art includes creative planning and the use of a variety of studio skills.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</p> <p>Artists use a variety of media and technology tools to find visual resources to inspire future paintings.</p> <p>The development of critical thinking skills enables keener insights when solving future design problems.</p>	<p>various colors through color mixing.</p> <p>Possible Learning Activities</p> <p>Create a color wheel demonstrating knowledge of color theory.</p> <p>Create a design chart or grid showing how to mix complementary colors, tints, and shades.</p> <p>Mix one's own black.</p> <p>Create a computer color design showing color theory applications.</p> <p>Create a collage composition using color theory.</p>	<p>Demonstrate safe use of art materials, ingredients, and equipment.</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>
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		<p>and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>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.</p>	<p>to produce effective communication of one's ideas?</p>					
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2019 HTPS Visual Arts Curriculum Map – Painting Grades 9-12

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

		<p>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.</p> <p>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.</p> <p>1.4.12.A.1-Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2-Speculate on the artist's intent, using discipline-specific arts technology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3-Develop informed personal responses to an assortment of artworks across the four</p>	<p>and responsible manner?</p> <p>What is the importance of design and craftsmanship in a work of art?</p> <p>How can artists use texture effectively in a composition?</p> <p>What constitutes a quality painting?</p> <p>How may critique affect the creation and/or modification of an existing or new work of art?</p>	<p>has been used by various cultures and civilizations throughout history.</p> <p>The creation of art includes creative planning and the use of a variety of studio skills.</p> <p>Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.</p> <p>Artists use a variety of media and technology tools to find visual resources to inspire future paintings.</p> <p>The development of critical thinking skills enables</p>	<p>blending, lifting color, graded color, spatter, and wash.</p> <p>Discuss how to progress through these various stages of a painting: thumbnails, roughs, underpainting, local color, and selected media completion.</p> <p>Demonstrate the following basic painting techniques in each selected media: setting up a painting space, preparing the painting surface, preparing proper paints for specific method use, applying preliminary idea work to painting surface,</p> <p>Discuss the difference between realistic, abstract, and non-objective styles of art</p>		<p>Demonstrate safe use of art materials, ingredients, and equipment.</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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		<p>arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>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.</p> <p>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.</p>		<p>keener insights when solving future design problems.</p>	<p>Discuss the concepts of foreground middle ground, and background; atmospheric/aerial perspective; light.</p> <p>Possible Learning Activities</p> <p>Create paintings using a variety of media and approaches</p> <p>Design and create an abstract painting using one of the following approaches: still life, landscape, figurative, fantasy.</p> <p>Create a realistic acrylic painting using still life materials including patterned fabric, a shining object, and more objects to create a theme</p> <p>Create a watercolor using at least five of the learned techniques</p>			
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					Create a mixed media piece to make a social, ethical, or moral statement.			
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BIBLIOGRAPHY

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Published by Macmillan, NY

Assessment in Art Education by Donna Kay Beattie
Published by Davis Publications, MA

Creating & Understanding Drawings by Gene A Mittler, Ph.D and James D. Howe
Published by Glencoe McGraw-Hill, NY

The Creative Edge by Mary Todd Beam
Published by North Light Books, OH

Drawing Expressive Portraits by Paul Leveille
Published by North Light Books, OH

Design Synectics by Nicholas Roukes
Published by Davis Publications, MA

The Encyclopedia of Pastel Techniques by Judy Martin
Published by Running Press, PA

Experimental Drawing by Robert Kaupelis
Published by Watson-Guptill Publications, NY

Exploring Drawing by Gerald F. Brommer
Published by Davis Publications, MA

Launching the Imagination: A Comprehensive Guide to Basic Design 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
Published by Davis Publications, MA

WEBLIOGRAPHY

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

<http://www.tineye.com/>

<https://theartofeducation.edu/>

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