

Intro to Painting

Required Student Supplies:

- 1: Spiral-bound Sketchbook (or hard cover)
- 2: 10 #2 pencils
- 3: Vinyl or other non-pink eraser
- 4: USB drive/flash drive

Umbrella Standards: *These standards must be met for every unit in all art courses*

Concept: Idea Development, Problem Solving, and Communicating

C.12.2: Understand the procedures of developing quality design

C.12.6: Experiment visually with sketches for complex solution involving concepts and symbols

C.12.9: Use ongoing reflective strategies to assess & better understand one's work & that of others

D.12.6: Apply problem solving strategies that promote fluency, flexibility, elaboration, and originality

Craftsmanship: Skills, Processes, and Techniques

C.12.7: Apply advanced craft and skills to consistently produce quality art

C.12.8: Use the natural characteristics of materials and their possibilities and limitations to create art

Composition: Knowing, Using, and Judging the Elements of Art and Principles of Design

C.12.1: Use the elements and principles of design in a sophisticated way

J.12.7: Understand and apply art criticism and aesthetic knowledge in art and design

Unit 1: Watercolor Painting

In this unit students will study Impressionist and Post Impressionist Art, the origins of watercolor, the artists who use it, and how to handle the medium. Working 'En Plein Air' students will create quick impressionist studies which capture the light of a particular scene.

Principles and Elements of Art: Value, Form, Color, Texture, Space, Scale, Variety

Sketchbook Assignment: Students will create several studies of landscapes scenes.

Art History References: Monet, Manet, Renoir, Cezanne, Van Gogh, Pissaro, Marisot, Degas

Unit Standards:

1. Student can arrange a palette properly.
2. Student can stretch paper properly.
3. Student can create a value scale.
4. Student can paint with washes that demonstrate translucency, opacity, and illuminance.
5. Student can paint quickly and loosely to capture the immediacy of direct observation.
6. Student can show depth of space within a composition using scale and value to identify the foreground, middleground, and background.
7. Student can use tones and shades to model objects in their work.
8. Student can identify and create work with specific color schemes.

Unit 2: Acrylic

In this unit students will study Cubism and Abstract Expressionism. Students will also learn stylistic techniques appropriate and the appropriate applications for the use of this medium. Students will use expressive shape and color to convey vivid emotion.

Principles and Elements of Art: Color, Shape, Unity, Space, Movement

Sketchbook Assignment: Student will relate shapes and color will emotion.

Art History References: Picasso, DeKooning, Pollock, Miro, Mondrian, Kandinsky

Unit Standards:

1. Student can stretch a canvas properly.
2. Student can create shades, tints, and tones.
3. Student can create work with expressive color.
4. Student can create a work that conveys movement.

5. Student can express emotion in their art.
7. Student applies appropriate brush strokes to work to manipulate effects.

Unit 3: Oil

In this unit students will study Renaissance masters such as Da Vinci, Titian, and Magenta. Students will create a self-portrait that incorporates the tradition of symbolism related to the history of specific material objects, as well as accurately describing a sense of realism. Students will create a work of art with glazing, the term used for a thin, transparent layer of paint. Glazes are used on top of one another to build up depth and modify colors in a painting.

Principles and Elements of Art: Proportion, Form, Value, Contrast

Sketchbook Assignment: Identify the significance of objects placed in historical portraiture

Art History References: Da Vinci, Michelangelo, Titian, Magenta

Unit Standards:

1. Student can create a grisaille (monochromatic oil painting which is often used in underpaintings.)
2. Student demonstrates use of chiaroscuro - An Italian word literally meaning "light dark", used to describe the skillful balance of light and dark in a painting with strong contrasts to create dramatic effect.
3. Student can identify fat vs lean mediums.
4. Student use value to model form.
5. Student can represent a realistic sense of proportion.
6. Student can use symbolism to communicate ideas.
7. Student can apply glazing appropriately to create depth in a painting.

Unit 4: Independent Project

In this unit students will research a movement/style/artist and use this as an inspiration to create their own original artwork. Students will need to determine which scale and media will best compliment their concept.

Unit Standards:

1. Concept: Student can develop an original concept which is creative, thought-provoking, and expressive.
2. Composition: Student can arrange the elements of art in a purposeful and effective dynamic.
3. Craftsmanship: Student can display a strong skill set of advanced techniques.