



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Painting

Prepared by:
Haylee Devereaux

Superintendent of Schools:
Marie C. Cirasella, Ed.D.

Director of Curriculum, Instruction, & Assessment:
June Chang

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Painting

Course Description:

In Painting students are expected to develop talent in an enjoyment of the creative arts. Painting is a one semester specialized studio course that will provide interested students with insights and experiences in drawing, design and organization of ideas; manipulating painting tools and media with skill; practicing creative problem solving skills; and the ability to exercise critical judgments.

Suggested Course Sequence:

Unit 1: Elements and Principles of Art: 3 weeks

Unit 2: Tempera: 4 weeks

Unit 3: Watercolor: 4 weeks

Unit 4: Acrylic: 3 weeks

Unit 5: Art History: 5 weeks

Unit Overview

Content Area: Painting

Unit Title: Unit 1 - Elements and Principles of Art

Target Course/Grade Level: 9-12

Unit Summary

Students will be introduced to the elements and principles of art and understand how and why they are used in works of art. These skills will be essential to future success. Students will also learn how to properly critique both famous works of art as well as peer critique. Critique will be an essential component to this class throughout this semester long course.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving

Learning Targets

Standards

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
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.
1.3.12.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.
1.4.12.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.
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.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 Essential Questions

- What are the elements and principles of art and how can they properly be utilized?
- How does critique help an artist to become better?

Unit Enduring Understandings

- Understanding of the elements and principles of art is essential to success as an artist.
- Critique skills are invaluable.

Unit Learning Targets

Students will...

- Understand the elements of art.
- Demonstrate the ability to apply line, shape, value, color, and texture as used in visual expression.
- Understand the principles of art.
- Demonstrate the ability to apply balance, rhythm, harmony, unity, pattern and emphasis in composition.
- Utilize critique as a method of improvement

Evidence of Learning

Summative Assessment:

Performance Tasks

Equipment Needed: Computer, Interwrite Board, Painting Supplies

Teacher Resources: Visual examples, books, videos, posters, computer resources, galleries, professional potters

Formative Assessments

- Discussion
- Q&A
- Observation
- Projects
- Critique

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Elements of Art	5 days
2	Principles of Art	3 days
3	Applying Elements and Principles of Art	5 days
4	Critique	3 days

Teacher Notes:
Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Painting

Unit Title: Unit 2 - Tempera

Target Course/Grade Level: 9-12

Unit Summary

Students will be introduced to properties of tempera paint. The students will demonstrate paint mixing and value scales. Students will apply paint mixing and value techniques to original works of art. Works of art will be critiqued.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving

Learning Targets

Standards

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI# Cumulative Progress Indicator (CPI)

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.

1.4.12.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.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.

1.1.12.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.

Unit Essential Questions

- How is tempera paint used effectively?
- How is paint mixed to create value?

Unit Enduring Understandings

- Understanding and recognizing composition is essential to achievement.
- Awareness of the vast techniques one can use when painting will enable a higher level of creativity and achievement.

Unit Learning Targets

Students will...

- Understand and demonstrate the ability to use various painting methods using tempera paint.
- Demonstrate proper paint mixing techniques.
- Apply knowledge of value to complete black, white, and color value scales.
- Create an original work of art using tempera paint.
- Critique themselves and other students.

Evidence of Learning

Summative Assessment:

Performance Tasks

Equipment Needed: Computer, Interwrite Board, Painting Supplies, Tempera Paint

Teacher Resources: Visual examples, books, videos, posters, computer resources, galleries, professional potters

Formative Assessments

- Discussion
- Q&A
- Observation
- Projects
- Critique

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	What is Tempera Paint	3 days
2	Mixing Paint	5 days
3	Value Scales	3 days
4	Still Life	6 days
5	Landscape	5 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Painting

Unit Title: Unit 3 - Watercolor

Target Course/Grade Level: 9-12

Unit Summary

Students will be introduced to watercolor paint and compare and contrast watercolor to tempera paint. Students will learn how to prepare their paper to be painted and learn various watercolor painting techniques. Watercolor paint will be used to create original works of art. Works of art will be critiqued by peer review.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving

Learning Targets

Standards

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
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.
1.4.12.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.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.
1.1.12.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.

Unit Essential Questions

- How is watercolor paint different from tempera paint?
- What are some techniques we use that change the way watercolor paint looks?

Unit Enduring Understandings

- Different paints have different properties and must be treated accordingly.
- The ability to properly select and prepare paper is essential to success in painting.

Unit Learning Targets

Students will...

- Understand and demonstrate the ability to use various painting methods using watercolor paint.
- Utilize proper paper preparation.
- Create an original work of art using watercolor paint.
- Critique themselves and other students.

Evidence of Learning

Summative Assessment:

Performance Tasks

Equipment Needed: Computer, Interwrite Board, Painting Supplies, Watercolor Paint

Teacher Resources: Visual examples, books, videos, posters, computer resources, galleries, professional potters

Formative Assessments

- Discussion
- Q&A
- Observation
- Projects
- Critique

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	What is Watercolor Paint?	2 days
2	Preparing Paper	2 days
3	Watercolor Techniques	5 days
4	Using Watercolor	10 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Painting

Unit Title: Unit 4 - Acrylics

Target Course/Grade Level: 9-12

Unit Summary

Students will be introduced to acrylic paint and learn how it differs from previously used tempera and watercolor paints. Uses for acrylic paint and properties of it will be discussed. Students will learn how to stretch their own canvas and use acrylic paint to create original works of art. Works of art will be critiqued.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving

Learning Targets

Standards

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI# Cumulative Progress Indicator (CPI)

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.

1.4.12.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.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.

1.1.12.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.

Unit Essential Questions

- What are the properties of acrylic paint and how does it differ from tempera and watercolor?
- How do you properly stretch and prepare a canvas?

Unit Enduring Understandings

- Acrylic paint dries quickly and must be treated differently than other paints.
- Different types of paint are used on different surfaces.

Unit Learning Targets

Students will...

- Understand the ways in which acrylic paint differs from tempera and acrylic paint.
- Demonstrate proper canvas stretching technique.
- Properly apply acrylic paint to canvas
- Create an original work of art using acrylic paint

Evidence of Learning

Summative Assessment:

Performance Tasks

Equipment Needed: Computer, Interwrite Board, Painting Supplies

Teacher Resources: Visual examples, books, videos, posters, computer resources, galleries, professional potters

Formative Assessments

- Discussion
- Q&A
- Observation
- Projects
- Critique

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	What is Acrylic Paint?	2 days
2	How to stretch a canvas	3 days
3	Painting with Acrylics on Canvas	12 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Unit Overview

Content Area: Painting**Unit Title:** Art History**Target Course/Grade Level:** 9-12**Unit Summary**

Students will research a particular artist and the movement they are associated with in art history. They will create a painting that mimics the style of that artist showing an understanding of that particular style of art. Students will present their painting to their classmates for critique. Students will then create a final painting based on what they have learned that demonstrates clear understanding of various painting techniques. Class and teacher will critique final painting.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving

Learning Targets

Standards

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

CPI# Cumulative Progress Indicator (CPI)

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 dance, music, theatre, and visual art have influenced world cultures throughout history.
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.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.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.

Unit Essential Questions

- How does art history affect the art that we make today?
- How can you apply art history to an original work of art?

Unit Enduring Understandings

- Art from the past plays a pivotal role in the art we create today.

Unit Learning Targets*Students will...*

- Research famous painters and recognize the work of a particular artist.
- Differentiate between different movements in art history.
- Demonstrate their ability to create an original work of art based on an artist or art historical movement.
- Simulate the work of a specific art movement.

Evidence of Learning

Summative Assessment: Performance Tasks**Equipment Needed:** Computer, Interwrite Board, Painting Supplies**Teacher Resources:** Visual examples, books, videos, posters, computer resources, galleries, professional potters

Formative Assessments

- Discussion
- Q&A
- Observation
- Projects
- Critique

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Art History Research	4 days
2	Art History Painting	8 days
3	Art History Presentation	3 days
4	Final Painting	8 days

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit: