

Painting – Grades 10-12
District 2853

Month	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
Week 1	<ul style="list-style-type: none"> · Intro to drawing and painting as an art form · History of painting as a record of culture and history · Vocabulary 	Analysis & Interpretation - Ability - Benchmarks #1, #2, #3, #4 Understanding - Benchmarks #1e, #2, #3 #4	<ul style="list-style-type: none"> · Notes on presentation · Know difference between periods, cultures, etc. · Research periods, cultures and styles of art 	<ul style="list-style-type: none"> · Written assessment · Verbal assessment of art works
Week 2	<ul style="list-style-type: none"> · Color Value 	Analysis & Interpretation - Ability - Benchmarks #1, #2, #3, #4 Understanding - Benchmarks #1e, #2, #3 #4	<ul style="list-style-type: none"> · Analyze and evaluate color usage in works of art · Explore value (meaning) · Sketching as a tool to create paintings · Vocabulary related to value · Create a value chart · Create a painting using a variety of values · Use primary colors to show shape and space 	<ul style="list-style-type: none"> · Participation in the activity · Final project · Self evaluation/explanation of the use of color value in paintings · Use of elements and principles
Week 3	<ul style="list-style-type: none"> · Color Intensity 	Analysis & Interpretation - Ability - Benchmarks #1, #2, #3, #4 Understanding - Benchmarks #1e, #2, #3 #4	<ul style="list-style-type: none"> · Mixing complements and affects it has on the intensity of the colors · Create dramatic effects using complementary colors · Use of elements and principles · Create a value chart · Create a painting using a variety of values · Use primary colors to show shape and space 	<ul style="list-style-type: none"> · Participation in the activity · Final project · Self evaluation/explanation of the use of color value in paintings · Use of elements and principles
Week 4	<ul style="list-style-type: none"> · Composition and Texture · Drawing to create thumb nail sketches · Balance 	Analysis & Interpretation - Ability - Benchmarks #1, #2, #3, #4 Understanding - Benchmarks #1, #2, #3 Creation & Performance - Ability - Benchmarks #1, #2, #3, #4, #5 Understanding - Benchmarks #1, #2	<ul style="list-style-type: none"> · Study impressionism i.e. use a paint to create texture color to create composition · Plan overall balance in the composition · Justify color scheme by using sketches · Study proportion through placement of objects in field of vision · Vocabulary 	<ul style="list-style-type: none"> · Participation in the activity · Final project · Self evaluation/explanation of the use of color value in paintings · Use of elements and principles
Week 5	<ul style="list-style-type: none"> · Creativity and Abstraction 	Analysis & Interpretation - Ability - Benchmarks #1, #2, #3, #4 Understanding	<ul style="list-style-type: none"> · Select the element(s) to apply in a painting · Express a feeling in the painting - using personal experiences and emotions 	<ul style="list-style-type: none"> · Participation in the activity · Final project · Self evaluation/explanation of

	· Creativity and Abstraction (Cont.)	· - Benchmarks #1, #2, #3 · Creation & Performance · - Ability · - Benchmarks #1, #2, #3, #4, #5 · Understanding · - Benchmarks #1, #2	· Experiment with ways to show expression in a painting · Color as a way of expression	· the use of color value in paintings · Use of elements and principles
Week 6	· Creativity	· Analysis & Interpretation - Ability · - Benchmarks #1, #2, #3, #4 · Understanding · - Benchmarks #1, #2, #3 · Creation & Performance - Ability · - Benchmarks #1, #2, #3, #4, #5 · Understanding · - Benchmarks #1, #2	· Study surrealism · Analyze concepts used in surrealist art · Create sketches to determine a balance between imaginary and real subject matter · Decide what elements best portray the artists intentions	· Participation in the activity · Final project · Self evaluation/explanation of the use of color value in paintings · Use of elements and principles
Week 7	· Study of Art Works as related to elements and principles	· Analysis & Interpretation - Ability · - Benchmarks #1, #2, #3, #4 · Understanding · - Benchmarks #1, #2, #3 · Creation & Performance - Ability · - Benchmarks #1, #2, #3, #4, #5 · Understanding · - Benchmarks #1, #2	· Determine concepts used during specific periods or cultures · Design works that reflect those concepts · Show how the work reflects the period or culture	· Participation in the activity · Final project · Self evaluation/explanation of the use of color value in paintings · Use of elements and principles
Weeks 8-18	· Sketches · - Pencil · - Pastel · - Craypas · Paintings · - Watercolor · - Tempura · - Acrylic	· Analysis & Interpretation - Ability · - Benchmarks #1, #2, #3, #4 · Understanding · - Benchmarks #1, #2, #3, #4 · Creation & Performance - Ability · - Benchmarks #1, #2, #3, #4 · Understanding · - Benchmarks #1, #2	· Experiment with each medium creating final projects in each area · Use of elements and principles related to each project · Use of previous knowledge in relation to the project	· Participation in the activity · Final project · Self evaluation/explanation of the use of color value in paintings · Use of elements and principles

ANALYSIS AND INTERPRETATION

A student shall demonstrate the "ability" to:

- #1 Select criteria for evaluating visual art works;
- #2 Analyze and interpret visual art through its historical, cultural, or social context;
- #3 Support personal reactions to visual art works using the components of visual arts; and

#4 Articulate informed evaluations of visual art works using selected criteria.

A student shall demonstrate an "understanding" of:

- #1 How a synthesis of the components of visual arts is used to define a work in visual art:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles (for example, repetition, contrast, or balance);
 - c. vocabulary;
 - d. styles (for example, abstract or impressionist);
 - e. structures (for example, two dimensional or three dimensional); and
 - f. technical skills (for example, selecting and using tools and techniques of the medium);
- #2 The similarities and differences among the structures and styles within visual arts;
- #3 How the selection of criteria affects criticism of a work in visual arts; and
- #4 The connections between visual arts and other disciplines outside the arts (for example, mathematics, science, or history).

CREATION AND PERFORMANCE

A student shall demonstrate the "ability" to:

- #1 Use artistic processes to create a single, complex work or multiple works in visual arts;
- #2 Generate and clarify artistic intent for work in visual art;
- #3 Make decisions based on artistic intent;
- #4 Make choices based on analysis of audience and occasion for work in visual art; and
- #5 Revise visual art work using multiple sources of critique and feedback.

A student shall demonstrate an "understanding" of:

- #1 The integration of components of visual arts:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles (for example, repetition, contrast, or balance);
 - c. vocabulary;
 - d. styles (for example, abstract or impressionist);
 - e. structures (for example, two dimensional or three dimensional); and
 - f. technical skills (for example, selecting and using tools and techniques of the medium);
- and
- #2 The cultural, historical, or social contexts that influence creation of visual art.