

COURSE TITLE:

PAINTING
GRADES 9-12

LENGTH:

ONE SEMESTER

SCHOOLS:

RUTHERFORD HIGH SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Rutherford High School
Rutherford, NJ
PAINTING
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

Painting offers the student a basic knowledge based upon application of the elements and principles of design completed in the prerequisite course Basic Drawing and Design I. In Painting the student will develop skills and techniques in watercolor, tempera, and mixed media. Activities will focus on two- and three- dimensional painting skills and techniques, color theory and composition. Students will complete a series of exercises resulting in the ability to create a finished individualized project. These student activities will be individualized, dependent upon each student's ability level.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND PERFORMING ARTS

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

STANDARD 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.

STANDARD 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.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 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.

TECHNOLOGY**STANDARD 8.1**

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS**STANDARD 9.2**

CAREER AWARENESS, EXPLORATION, AND PREPARATION:
Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student
CRP2: Apply appropriate academic and technical skills
CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 12.

First Half

- Series of color theory exercises demonstrating use of:
 - complementary
 - monochromatic
 - elements of design
 - analogous
 - center of interest
- Finished activities include set assignments--both teacher and student directed.

- Series of water color exercises from observation to imagination incorporating the following techniques:
 - medium
 - wet on dry
 - wet on wet
 - single tone (overlapping) build up
 - dry brush
 - sponging
 - texturing
 - masking
 - mixed media

Second Half

- Series of tempera exercises from observation to imagination incorporating the following techniques:
 - paint consistency
 - wet paint half-toning
 - pure color application
 - underpainting and total build-up
 - mixed media application
- Areas to be infused throughout the course Art Appreciation **(Medieval-Contemporary)**:
 - Charles Demuth
 - Stuart Davis
 - Andrew Wyeth
 - Hieronymus Bosch
 - Charles Scheelen
 - John Marin
 - Michelangelo
 - Leonardo Da Vinci
- Careers
 - career education program activities
 - board displays
 - speakers
 - field trips (e.g., museum trips)

- Materials and Tools
 - water color sets
 - tempera
 - brushes (water color, tempera)
 - painting surfaces (boards, papers)
 - mixed combinations

Student Outcomes:

After successfully completing this course, the student will be able to demonstrate:

- Two-dimensional painting skills
- Three-dimensional painting skills
- An understanding of appropriate painting surfaces
- Continued application of the elements of design
- Application of the principles of design
- A series of water color and tempera techniques
- An awareness of careers in which painting is fundamental
- An appreciation of painting as related to traditional and contemporary periods of art
- Painting from observation

3. PROFICIENCY LEVELS

Painting is an elective course open to all students in Grades 9-12 upon successful completion of Basic Drawing & Design 1.

4. METHODS OF ASSESSMENT

- **Student Assessment**

The teacher will provide a variety of assessments, including:

- Teacher observation
- Individual and group critique
- Completed projects
- Display of students' work
- Tests
- Written and oral reports

- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the art program, including:

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Art displays
- Self evaluations/PDP
- Supervisor evaluations
- Suggestions for changes to Supervisor

5. **GROUPING**

There is a prerequisite of Basic Drawing and Design 1. This course is for students in grades 9-12.

6. **ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

Painting is a one-semester elective course.

7. **RESOURCES**

Periodicals:

- *American Artist*
- *Art Now*
- *Art in America*
- *Art and Man*
- *Art News*
- *Arts Magazine*

Other:

- Resource book
- Resource A.V. materials (e.g., Janson Slide Series)
- Career education packet
- New Jersey Council for Arts
- Museum lists

8. METHODOLOGIES

- Discussion of lesson objective and for student reference presentation of a completed example.
- Student procedures for completing the projects based on class time.
- Teacher demonstration, which may include various steps for the creation of the project.
- Critiquing of completed projects.
- Self-evaluation of completed projects.
- Teacher evaluation of completed projects.

9. SUGGESTED ACTIVITIES

- Preliminary sketch
- Check work in progress
- Final projects
- Due dates
- Student involvement in learning process
- Use of elements and principles of design related to composition
- Mastering of techniques of media and use of tools originality

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

This course reinforces concepts taught in:

- Social Studies
- Humanities Seminar
- Mathematics
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – PAINTING

Class	September/February	October/March	November/April	December/May	January/June
Painting (Emphasis on drawing to prep for projects)	<ul style="list-style-type: none"> • Watercolors grid • Application washes and glazing techniques • Color mixing wet on wet and wet on dry • Block-out and resist techniques • Five object still life with varied applications 	<ul style="list-style-type: none"> • Emphasize transparent application • Observable still life 14x16 limited palette mat critique • Free Choice (complete in 1-2 weeks) • Start #1 Free Choice • Demonstrate paint control 	<ul style="list-style-type: none"> • Complete #1 Free Choice by end of Q 1/3 • Introduce tempera opaque surface, pure/hard edge and mixing from basic color wheel • Grid color control • Value scale and stepped comp. • Analogous mixing 	<ul style="list-style-type: none"> • Hard edge still life • Demo hard edge and painterly techniques with observable food still life • Start and complete #2 Free Choice painting-choose technique-approximately two weeks to complete 	<ul style="list-style-type: none"> • Start #3 Free Choice tempera/water color • Final Piece: approx. 14"x16" • Critique to demonstrate students' progress and improvement • Study guide and prep for final exam • Final Exam complete