

THEMATIC FOCUS:
UNIT 3: Painting

Middle School Art Quarter 3: *Weeks 19- 27* - Unit Roadmap
Painting Foundations

FOCUS SKILLS: Creative Process

Inspiration	Students brainstorm/research ideas that are interesting and relevant; make lists, sort and categorize ideas. Students consider which ideas are going to be realistic, attainable options and which ones don't fit the concept.
Development	Students explore concept/idea by examining research and options. Students will plan as well as develop artwork through sketches and visual journals. <i>Model: Brainstorm, Practice, Demonstration.</i>
Creation	Students will produce artwork while reflecting on their concept, revising their work through analysis and improving skills through practice.
Reflection	Students respond to artwork through discussion as well as revise work through evaluation. <i>Model: Discuss, Analyze, Interpret, Evaluate</i>

KEY STANDARDS

Below are the key standards **taught** and **assessed** in this unit. Drawing Skills (Figure 1) are integrated into instruction in every unit.

Painting Skills/ Techniques							
<p>[Figure 1]</p> <p>– Painting Skills: Students use a flexible range of art techniques in both assigned and independent practice to understand painting skills. Students will continue to apply earlier standards with great depth in increasingly more complex techniques as they become self-directed, creative artists.</p> <ul style="list-style-type: none"> ● <i>Wet media using value as the primary element.</i> ● <i>Students will successfully practice painting from direct observation.</i> ● <i>Experiment with a wide variety of watercolor painting techniques.</i> ● <i>Practice different Pen and Ink painting methods.</i> 							
Tools to Know- Process			Student Outcomes				
Apply	Evaluate	Understand	Analyze	Demonstrate	Technique	Observation	Media

Students know and apply visual arts media, techniques, and processes.	Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.	Students understand the visual arts in relation to history and cultures	Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others	Students demonstrate relationships between the visual arts, the other arts, and disciplines outside the arts	Understand basic color theory and color mixing.	Practice observation and perception skills. <i>Exercise right and left brain activity.</i>	Use techniques and materials specific to each paint type to achieve desired effects.
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Knowledge and Skills

- (1) Foundations: Observation and Perception.** The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks.
- (2) Creative expression.** The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.
- (3) Historical and cultural relevance.** The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.
- (4) Critical evaluation and response.** The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.

Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples

	Foundations	Readiness Standards	Supporting Standards	Figure 1
Knowledge and Skills		<p>1.0(B) understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;</p> <p>1.0(C) understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately;</p> <p>2.0(C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.</p>	<p>1.0(A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;</p> <p>1.0(D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.</p> <p>3.0(B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;</p> <p>3.0(D) explore career and avocational opportunities in art such as various design, museum, and fine arts fields.</p> <p>4.0(B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;</p> <p>4.0(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;</p>	<p>Figure 1(C)</p> <p><i>Identified as §117.202(C)1-4 on TEA Student Expectations Tested report</i></p>
		<p>TEKS Not Included in Assessed Curriculum</p>	<p><i>2.0(A) create original artworks based on direct observations, original sources, personal experiences, and the community;</i></p> <p><i>2.0(B) apply the art-making process to solve problems and generate design solutions; and</i></p> <p><i>3.0(A) identify the influence of historical and political events in artworks;</i></p> <p><i>3.0(C) explain the relationships that exist between societies and their art and architecture;</i></p> <p><i>4.0(A) create written or oral responses to artwork using appropriate art vocabulary;</i></p> <p><i>4.0(C) develop a portfolio;</i></p> <p><i>4.0(E) understand and demonstrate proper exhibition etiquette.</i></p>	

Art Criticism Process

Evaluation Process. Students use elements of the art criticism process (describe, analyze, interpret and evaluate) to evaluate artwork.

	Description	Analysis	Interpretation	Evaluate
<p>An investigative process used to evaluate a work of art.</p> <p>The process for analysis is determining how well the artist incorporated the art elements and design principles.</p>	<ul style="list-style-type: none"> - What kinds of things do you see in the work? - How would you describe them? - What information can you get from the credit line? 	<ul style="list-style-type: none"> - What Elements of Art did the artist use? How? - What Principles of Design are used? How? 	<ul style="list-style-type: none"> - What do you think this piece is about? - Does the title fit? - Pretend you can climb inside. How does the painting feel? How does it make you feel? - Would you agree with the choice of medium and colors? - Does the date make a difference? 	<ul style="list-style-type: none"> - Why do you think other people should see this work? - What would you do with it if you owned it? - What is work remembering about this picture?

Skills and Techniques Section

- 1.) **Color Mixing.** Students practice color mixing exercises while successfully incorporating color theory.
- 2.) **Technique Exercises.** Students explore a wide variety of painting techniques such as: *wash, dry-brush, blot, wet-in-wet, blocking, etc.*
- 3.) **Landscape.** Students create artwork whose primary focus is natural scenery, such as: *mountains, forests, cliffs, trees, rivers, valleys, etc.*
- 4.) **Still-Life.** Students will paint from life through still-life painting sessions.
- 5.) **Color Theory.** Students understand Color Theory to create a plan for selecting or organizing colors.
- 6.) **Texture.** Students practice mark and mark making through the exploration of both actual texture as well as implied texture.
- 7.) **Self-Portrait.** Students practice painting self-portraits through the combination of basic painting skills and techniques.
- 8.) **Art History.** Students gain insight and perspective on examples of Master Works throughout history.

Non-Negotiables

In this unit, and in all subsequent units, students are encouraged to maintain *portfolios*. These portfolios can be physical or digital or a combination of both. Along with final works of art they may include loose preliminary sketches, photos, reflections, rubrics used in the creation of artwork, and notes taken during art class. The *sketchbook* should be considered as a key component of all student portfolios, and they may include preliminary sketches, notes taken in class, and additional reflections.

ASSESSED IN THIS UNIT:

Key:

	Non Negotiables
	Negotiables

The following table outlines the standards that are assessed throughout the unit and on what specific assessment they are assessed on during the quarter.

Assessed in this Unit				
Painting	6th Grade Art	7th Grade Art	8th Grade Art	Interim Assessment 1
<i>Elements of Art</i>	Introduced at beginning of course then embedded throughout		Introduced at beginning of course then embedded throughout	
<i>Principles of Design</i>		Introduced at beginning of course then embedded throughout	Introduced at beginning of course then embedded throughout	
Tempera Painting				
Experimentation in color mixing				
Painting with varied tools (sticks, sponges, etc.)				
Color Mixing to create secondary colors				
Crayon-resist				
Watercolor with mixed media (crayon, tissue paper, etc)				
Mixing to create tertiary colors				
Mixing to create tints, tones, and shades of colors				
Basic color theory, (simple schemes- complementary, analogous, monochromatic), intensity, and value				
Acrylic painting techniques				

Painting with a palette knife and brushes				
Canvas stretching and preparation				
Oil Painting Techniques				
Advanced Color Theory				
Airbrush Techniques, masking, retouching				
Modern and traditional Illustration techniques				
Presentation and Critique Techniques				

Title/Length of Unit	Essential Question(s) Recur throughout life, Key inquiries w/in discipline, Helps students make sense of core content.	Standard: Strand, indicator, or benchmark	Student Outcomes (Objectives/Skills)	Key Vocabulary	Suggested Instructional Activities	Common Formative Assessment(s)/ Date	Suggested Resources
Elements of Art	<p>Why is the knowledge and use of the elements of art essential to producing a successful work of art?</p> <p>Where do we see the elements of art at work in aspects of everyday life?</p> <p>How have artists used the elements of art successfully in wellknown works of art?</p>	<p>1.0- Students know and apply visual arts media, techniques, and processes.</p> <p>2.0- Students use knowledge of visual characteristics, purposes, and functions.</p> <p>3.0- Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.</p> <p>4.0- Students understand the visual arts in relation to history and cultures.</p> <p>5.0- Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.</p> <p>6.0- Students demonstrate relationships between the visual arts, the other arts, and disciplines outside the arts.</p>	<p>Understand and apply the elements of art when creating artwork and viewing the work of other artists.</p> <p>Recognize and appreciate the presence of art elements in areas such as architecture, fashion, print, etc.</p>	<p>Line Shape Space Form Texture Value Color</p>	<p>Elements will be covered throughout the course in various projects/media</p>	<p>Class critique with rubric and student/teacher feedback.</p> <p>Classroom observations</p> <p>Analysis of art elements in well-known art work</p>	<p><i>The Visual Experience</i>, Davis Publications</p> <p><i>Drawing on the Right Side of the Brain</i>, Betty Edwards</p> <p><i>Exploring Visual Design</i>, Davis Publications</p>

Title/Length of Unit	Essential Question(s) Recur throughout life, Key inquiries w/in discipline, Helps students make sense of core content.	Standard: Strand, indicator, or benchmark	Student Outcomes (Objectives/Skills)	Key Vocabulary	Suggested Instructional Activities	Common Formative Assessment(s)/ Date	Suggested Resources
<p style="text-align: center;">Principles of Design</p>	<p>Why are the principles of design an essential component to producing a successful work of art?</p> <p>Where do we see the principles of design at work in aspects of everyday life?</p> <p>How have artists used the principles of design successfully in wellknown works of art?</p>	<p>1.0- Students know and apply visual arts media, techniques, and processes.</p> <p>2.0- Students use knowledge of visual characteristics, purposes, and functions.</p> <p>3.0- Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.</p> <p>4.0- Students understand the visual arts in relation to history and cultures.</p> <p>5.0- Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.</p> <p>6.0- Students demonstrate relationships between the visual arts, the other arts, and disciplines outside the arts.</p>	<p>Understand and apply the principles of design when creating artwork and viewing the work of other artists.</p> <p>Recognize and appreciate the presence of art elements in areas such as architecture, fashion, print, etc.</p>	<p>Unity Variety Balance Dominance Movement Rhythm Pattern Contrast Repetition Focal Point</p>	<p>Principles will be covered throughout the course in various projects/media</p>	<p>Class critique with rubric and student/teacher feedback</p> <p>Classroom observations</p> <p>Analysis of art elements in well-known art work</p>	<p><i>The Visual Experience</i>, Davis Publications</p> <p><i>Drawing on the Right Side of the Brain</i>, Betty Edwards</p> <p><i>Exploring Visual Design</i>, Davis Publications</p>

LONG-TERM PLAN:

This section provides with a quarter-at-a-glance view. Please make note of key assessments, webinars, and critical lessons.

Key:

	Course Collaboration
	Holiday
	Interim Assessment
	Early Release

1/18	1/21	1/22	1/23	1/24	1/25	1/28	1/29	1/30	1/31	2/1	2/4	2/5	2/6	2/7	2/8	2/11	2/12	2/13	2/14	2/15	
MLK Jr. Day	Painting														Bad Weather Day	Painting				Course Collab	
3/1	3/4	3/5	3/6	3/7	3/12	3/18	3/19	3/20	3/21	3/22	3/25	3/26	3/27	3/28	3/29	4/1	4/2	4/3	4/4	4/5	
					Painting						Sculpture						Bad Weather Day				

Visual Art Curriculum Maps and Formative Assessment Plans (*Painting*)

CONCEPT	ESSENTIAL QUESTIONS	SKILLS, STRATEGIES, BEHAVIORS	CONTENT CONNECTIONS	ASSESSMENTS (FORMATIVE AND SUMMATIVE)	RESOURCES
<ul style="list-style-type: none"> • Introduce Elements of Art - color , value • Critique Practice • Continue Drawing Skills • Intro to Painting-focus on 2D media • Continue Art History- beginning of human society to the emergence of the First Global Age (1450) focusing on South American and European Art. • Continue Sketchbooks • Mock Formal Critique • Midterm Sketchbook Critique • Vocabulary • Continue various tools 	<ul style="list-style-type: none"> • How do color relationships affect style and mood of our artwork? • How does light effect the value of a color? • How do the different media techniques aid in the production of an art concept? • What elements of art or media techniques have you seen in art history? 	<ul style="list-style-type: none"> • Color Wheel and color relationships, • Painting- technique and media • Strategies for vocabulary 	<ul style="list-style-type: none"> • Science – light, color theory • ELA – Vocabulary, Verbal and Writing Skills • Social Studies – South American and European Art 	<ul style="list-style-type: none"> • Formative <ul style="list-style-type: none"> - Class Discussions - Verbal and/or Written Response to Images - Peer Collaboration/Group Discussion - Teacher Observation and Questioning - Brainstorming of Answers to Higher Order Thinking Questions - Pre-Tests - Sketchbooks - Exit tickets - Bellringers • Summative <ul style="list-style-type: none"> - Post-Tests - Rubrics - Art Competitions/ Exhibitions - Final Product of Projects - Unit finals - Benchmarks 	<ul style="list-style-type: none"> • Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus