

PAINTING

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Painting is an advanced art class designed to develop student's techniques using oil, tempera, acrylic, and mixed media painting. Through the use of color theory, tools, and mixing techniques students paint in a variety of styles. Students receive an overview of contemporary and historical art masters and movements.

Units of Study:

- Ala Prima
- Impasto
- Grisaille
- Oil
- Acrylics
- Gouache
- Tempera
- Contemporary and historical overview
- Painting techniques
- Color theory
- Compositional theory

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can point to color theory and concepts put forth in "Intro to Art" as a basis for choosing and implementing media. *(R)*
- 2) I can "sight" and draw from life. *(S)*
- 3) I can use compositional techniques i.e. rule of thirds, balance, emphasis etc. in order to undergo a painting. *(K)*
- 4) I can identify elements of art and principles of design that apply to my work. *(K)*
- 5) I can exercise the following skill sets: under painting, monochrome coloration, grisaille, alla prima, washes, staining, glazing, mixing values, dry brushing, blending etc. *(S)*
- 6) I can use supports and brushes that are appropriate for the task at hand. *(P)*

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can choose media, techniques and processes that best serve my art, and the communication of my ideas. *(R)*
- 2) I can under paint in monochrome. *(S)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can draw on fundamental concepts, in order to stimulate discussion about my work, and the work of others. *(R)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can use principles of design and elements of art in the construction of paintings and the implementation of critical analysis. *(R)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can make paintings in a systematic and planed way using compositional knowledge. *(P)*

Benchmark 4: Students demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.

Learning Targets (Type):

- 1) I can synthesize the knowledge of human artistic examples past and present into an expression. *(R)*

Benchmark 5: Students demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.

Learning Targets (Type):

- 1) I can use human artistic examples in conversation and through the creative process. *(K,R)*

Benchmark 6: Students exhibit craftsmanship, completion, and develop a body of work.

Learning Targets (Type):

- 1) I can point to a body of work that shows my experience through painting and the visual arts. *(P)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can speak to the differences, similarities, and idiosyncrasies among art works. *(K)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can draw on my own personal experience while including my own work in the process of understanding artwork. *(R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can use information as a basis for understanding the conceptual content within a work of art. *(K,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can use information as a basis for appreciating the context, within which a work of art is made. *(K,R)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian works of art, to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learning Targets (Type):

- 1) I can compare and contrast the content and context of artworks based on a historical, cultural, and aesthetic framework. *(R)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can consider the purpose in works of art by comparing them to my own work. *(R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can consider the meaning of a work of art. *(R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can use a constructive critical process for confronting artwork, while articulating what it means. *(P)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

1) I can describe how the physical aspect of painting relates to a finished product. *(R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

1) I can describe how artwork relates to the time within which it is made. *(K,R)*

2) I can see the application of painting in future career opportunities. *(K,R)*