

Trinity Area School District

Course: Painting 2 Grade: 9-12	Overview of Course Painting 2 is an extension of the Painting 1 semester course. Students will explore individually and expressively painting materials, techniques and procedures in the areas of watercolor, acrylic, oil and mixed media. Student will continue the study of painting from a historical. Aesthetic and critical development level for their own production works. Subject will vary with each student’s interest.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Creativity	9.4.12A Philosophical Studies 9.4.12B Aesthetic Interpretation 9.4.12C Environmental Issues 9.4.12D Artistic Choices	<ul style="list-style-type: none"> • Artists create derived meaning and respond to works of art, objects in nature and the environment. • Making connections between visual arts and other disciplines Refine techniques and processes in a variety of media. • Painting serves multiple functions; enlightenment, education, and enjoyment • Painting is a universal language that expresses a variety of viewpoints, ideas and feelings. 	<ul style="list-style-type: none"> • How does an artist communicate an idea, feeling or message to the viewer? • Can you apply intended messages through your painting? • How do artists use the language of art in painting? • How can creativity be expressed through composition?

<p>Perception</p>	<p>9.1.12A Elements and Principles in each Art form 9.1.12C Vocabulary within each art form 9.1.12E Themes in art forms 9.2.12I Philosophical context of works in the arts 9.2.12K Traditions within works in the arts</p>	<p>□ Principles of design are used to effectively organize the elements into a painting.</p>	<ul style="list-style-type: none"> • How can you apply the elements of art into a painting? • How can you apply the principles of art into a painting? • How does an artist use the elements of art and principles of design as building blocks to organize a painting?
<p>Process</p>	<p>9.1.12B Demonstration of dance, music, theatre and visual arts. 9.1.12C Vocabulary within each art form 9.1.12H Safety issues in the arts 9.1.12K Technology in the arts 9.1.2L Common themes in works in the arts</p>	<ul style="list-style-type: none"> • Techniques, media and processes can be applied to real life situations. • Use of a variety of painting media, which includes current arts-related technologies can produce higher level skills • Safe and responsible use of material, equipment and studio space 	<ul style="list-style-type: none"> • How does an artist safely and responsibly use materials, tools and technology in creating a well crafted painting? • What techniques and processes can be used to demonstrate value, texture, etc. in a painting?
<p>History and Culture</p>	<p>9.1.12F Historical and cultural production, performance and exhibition 9.2.12D Historical and Cultural perspectives 9.2.12E Historical and cultural impact on works in the arts</p>	<ul style="list-style-type: none"> • Visual arts though can be understood though painting in relation to history and cultures • Culture affects self expression whether we realize it or not. • Every artist has a style; every artistic period has a style. 	<ul style="list-style-type: none"> • Does painting define culture or does culture define painting? • What is old style of painting and what is new style of painting? • How does painting impact the world and the world impact painting?

Analysis	9.3.12 A Critical Processes 9.3.12B Criteria 9.3.12C Classifications 9.3.12D Vocabulary for criticism 9.3.12E Types of analysis 9.3.12F Comparisons 9.3.12G Critics in the arts	<ul style="list-style-type: none"> • Choosing and evaluating a range of subject matter, symbols, and ideas • Reflecting upon and assessing the characteristics and merits of their work and the work of others • Select and analyze the expressive potential of painting media, techniques, and processes 	<ul style="list-style-type: none"> • What is the difference between thoughtful and thoughtless artistic judgment? • Why is art criticism important in painting? • How is painting analyzed and understood?
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Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
Week 1	Review Elements of art	Line, Shape, Color, Value and Texture	9.1.12 A,B,C,D,E,F,	Compares and contrasts elements of art, principles of design and	How does an artist use the elements of art and principles of	Class critiques Small group	

	Review Principles of design	Balance, Emphasis, Movement, Pattern, Repetition, Proportion, Variety, Rhythm, Unity	9.2.12 A,B,C,D,E,F	<p>sensory expressive features in painting.</p> <p>Invents multiple solutions to visual art problems in original paintings</p> <p>Demonstrates the use of the elements of art and principles of design in one's painting</p> <p>Evaluates the use of elements of art and principles of design in developing and solving visual art problems</p>	<p>designs building blocks to organize a work of art?</p> <p>Do the elements and/or principles of art have to be in every painting?</p> <p>Can you identify the elements and principles of art in student paintings and in examples from the great masters?</p>	<p>discussion</p> <p>Sketches</p> <p>Worksheets</p> <p>Tests</p> <p>Artwork demonstrating skills and knowledge</p>	
Week 2-5	Communication	Describe Express Reflect Recognize	<p>9.1.12 A,B,C,D,E,F</p> <p>9.2.12 A,C,G,I,J,L</p> <p>9.3.12 A,B,C,D,E,F,G,</p> <p>9.4.12 A,B,C,D</p>	<p>Researches and synthesizes visual images, themes and ideas.</p> <p>Creates paintings which emphatically expresses a personal experience or meaning</p> <p>Evaluates and defends the use of visual images, themes and ideas to express meaning.</p> <p>Uses higher level art vocabulary to express observations</p>	<p>How does an artist communicate an idea, feeling or message to the viewer?</p> <p>Can a viewer "read" multiple meanings into a work of art?</p> <p>Do ideas, themes and images need to have a personal meaning to the artist?</p>	<p>Large group discussion</p> <p>Small group roundtable discussion</p> <p>Artwork</p> <p>Personal writings</p>	

Week 2-18	Materials and Techniques	Technique Proficiency Technology Craftsmanship Value Color Theory Color Psychology Watercolor Acrylic Paint Oil Gouache Mixed Media	9.1.12 A,B,C,D,E,H,J,K 9.2.12 A,C,L 9.3.12 A,B,C,D,E,F,G 9.4.12 A,B,C,D	Demonstrates advanced proficiency and craftsmanship in the use of different painting media Paints subject matter from direct observation and imagination. Understands advanced color theory and mixing Continues to build personal style and expression. Uses technology to create or generate ideas for paintings.	How does an artist safely and responsibly use materials, tools, processes and technology in creating a well crafted painting? How does the use of color theory and psychology create a "mood" or specific meaning in a painting? Does the use of value create depth and dimension in a painting?	Teacher observations Class critiques Small group discussion Sketches Worksheets Tests Artwork demonstrating skills and knowledge	
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Week 2-18	History and Culture	Art History Culture Function Meaning Style Themes Subject Matter Perspective	9.2.12 A,B,C,D,E,F,G,H,I,J,K,L 9.3.12 A,B,C,D,E,F,G 9.4.12 A,B,C,D	Describes functions, meanings, symbols and significance of painting within various cultures and historical periods. Evaluates analyzes and interprets culturally or historically significant paintings. Articulates and interprets the work of artists in painting. Uses historical subject matter and symbols as	How does art history and culture relate to the creation of a two dimensional work of art such as a painting? How does styles, themes and techniques of the past reflect on the paintings of today? Can subject matter in paintings be universal and enduring? Can a culture or tine	Class Discussion Small group discussion Worksheets Student artwork Personal reflections	
				inspiration to produce a painting. Explains from different cultural perspectives the importance and influence the world has on art and art on the world.	period be understood through a work of art, such as a painting?		

Week 2-18	Analysis	Interpret Subjective Observations Objective Observations	9.2.12 I,J,K,L 9.3.12 A,B,C,D,E,F,G 9.4.12 A,B,C,D	Describes paintings based on subject matter, style, elements of art, principles of design, symbols, artist and time period. Compares and contrasts characteristics of painting that represent a variety of styles. Evaluates painting through critical analysis and aesthetic inquiry.	How are similarities and differences defined in a painting? What makes a painting "good" or "bad"? What styles or trends can be viewed in a series of paintings?	Group Critiques Oral presentations Small group discussion Self/Peer reflections Student artwork Worksheets	
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