

Englewood Public School District

Visual Art

HS Painting Foundations

Unit 2: Color Theory

Overview: In this unit, students will examine different styles of painting while focusing on color application. Through research and practice, students will demonstrate knowledge of landscape painting, culminating in creation of their own pieces.

Time Frame: One Marking Period

Enduring Understandings:

Art can be utilized as a method of research, investigation, concept development and communication.
Art reflects culture, history and identity.

Essential Questions:

What message does my Art communicate?
How can I use color as a means of expression?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy,	<p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> • Introduction: Watercolor and Acrylics • Watercolor Techniques • Acrylic Techniques • Landscape <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Students will become familiar with both painting mediums and their specific color theories • Students will create a sketchbook full of both mediums 	<ul style="list-style-type: none"> • Students will complete sketch book exercises, (CRP2, CRP6, 9.3.12.AR-VIS.3) https://design.tutsplus.com/articles/i-want-to-draw-simple-exercises-for-complete-beginners--vector-20583 • Students will complete watercolor journal. (CRP4, NJSLA.W2, NJSLA.W4, 9.3.12.AR-VIS.3) http://tnartseducation.org/wp-content/uploads/2015/08/PlanPainting-ART-Classes-copy.pdf • Students will complete a group watercolor technique project. 	<p><u>Video:</u> “13 Watercolor Techniques” https://www.youtube.com/watch?v=oiFOPvBCB4I</p> <p><u>Companion Texts:</u></p> <ul style="list-style-type: none"> • “Basic Color Theory” https://www.colormatters.com/color-and-design/basic-color-theory • “Landscape Painting” 	<p>Formative Assessments: Students will be evaluated on the quality of their sketch book entries</p> <p>Students will be evaluated on the quality of their watercolor technique projects</p> <p>Students will be evaluated on the quality of their</p>

<p>methods, techniques, and cultural understanding.</p> <p>1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3</p>	<ul style="list-style-type: none"> Students will practice watercolor techniques in a series of exercises Students will practice acrylic techniques in a series of exercises Students will study famous, impressionist landscape paintings and their artists techniques Students will apply techniques learned to a landscape and medium of their choosing. (either watercolor or acrylic.) 	<p>(CRP2, CRP4, CRP6, 9.3.12.AR-VIS.3) https://thevirtualinstructor.com/watercolor-landscape-lesson-plan.html</p> <ul style="list-style-type: none"> Students will choose a specific flower in order to practice their command of watercolor. (CRP2, CRP6, 9.3.12.AR-VIS.3) Students will use watercolor to paint an album cover of a favorite musician. (CRP2, CRP6, 9.3.12.AR-VIS.3) Students will write a one-page reflection on why they chose the particular musician/band and how they translated their music into visual Art. (CRP2, CRP4, NJSLSA.W2, NJSLSA.W4, 9.3.12.AR-VIS.3) Students will use acrylic techniques to paint a series of small animal portraits (CRP2, CRP6, 9.3.12.AR-VIS.3) https://www.creativebloq.com/art/8-top-acrylic-painting-tips-artists-31619738 Students will create an acrylic painting on canvas of a focus of their choosing. (CRP2, CRP6, 9.3.12.AR-VIS.3) Students will use acrylic techniques learned to paint a landscape of a place easily 	<p>https://www.britannica.com/art/landscape-painting</p> <ul style="list-style-type: none"> “Landscape” https://fineartamerica.com/art/paintings/landscape 	<p>acrylic technique projects</p> <p>Students will be evaluated on the quality of their landscapes.</p> <p>Summative Assessment: Students will share their portfolios with the class.</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Students will complete a self-assessment on one of their pieces using a rubric.</p> <p>Students will present their watercolor journals to the class.</p>
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<p>Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>		<p>recognizable in town. (CRP2, CRP6, 9.3.12.AR-VIS.3) https://www.wdse.org/sites/default/files/docs/teachers/Lesson_Plan_Acrylic_Painting.pdf</p> <ul style="list-style-type: none"> • Students will create a landscape of a place they have never been but have always wanted to go. (CRP2, CRP6, 9.3.12.AR-VIS.3) • Students will create a series of landscape paintings of a fictional place (could be taken from literature or own imagination). (CRP2, CRP6, 9.3.12.AR-VIS.3) https://www.artistsandillustrators.co.uk/how-to/Landscapes/1800/how-to-paint-a-fantasy-landscape-part-1 • Students will create an online portfolio of the unit's work. (CRP2, CRP6, 9.3.12.AR-VIS.3, 8.1.12.A.1) 		
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners <ul style="list-style-type: none"> ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	Special Education <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	At-Risk <ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given. 	Gifted and Talented <ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Integration of 21st Century Standards NJSL 9:

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Interdisciplinary Connections:

English/Language Arts

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Technology Standards NJSL 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Key Vocabulary:

Drawing
Sketching
Watercolor
Acrylic
Landscape
Canvas