

Englewood Public School District

Visual Art

HS Painting Foundations

Unit 1: Incorporation of Basic Painting Methods with Observational Drawing

Overview: In this unit, students will examine basic painting methods while focusing on observation. Through research and practice, students will demonstrate knowledge of sketching and 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.
 Art can be used as a form of self-expression and exploration.

Essential Questions:

Does my Art translate well over time, or is it emblematic of a specific time period?
 What am I communicating to my audience through my artistic 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	<p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> Sketching with pencil Introduction to tools, i.e., paintbrushes, paints (acrylic and watercolor) Still Life: Watercolor Art is Personal: Acrylic Peer Evaluation. <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> Students will practice small, scale still life 	<ul style="list-style-type: none"> Students will create a series (10) of unrelated, pencil sketches to refresh artistic foundational knowledge before applying learned painting techniques (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 create a series (3) of related pencil sketches with added painting techniques (CRP2, CRP6, 9.3.12.AR-VIS.3) 	<p>Video: “How to Draw Still Life Watercolor” https://www.youtube.com/watch?v=9V-4KRNhgLU</p> <p>Companion Texts: • “Take the Boredom Out of Observational Drawing” https://www.theartofed.com/2013/02/11/tak</p>	<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 inanimate object still life.</p>

<p>mediums that demonstrates mastery of visual literacy, 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.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>	<p>sketches in sketchbook</p> <ul style="list-style-type: none"> • Using pencil sketches • Apply knowledge of tools to sketches • Students will create still life projects inspired by various artistic influences and mediums. • Students will create a series of 3, still life pieces that represent who they are as individuals. • Students will test their interpretation and analytical skills by trying to match the (anonymous) still life personal series to its creator. 	<p>https://thevirtualinstructor.com/blog/observation-drills-to-improve-representational-drawing</p> <ul style="list-style-type: none"> • Students will paint a still life in watercolor of a chosen, inanimate object that can be found in the classroom, using natural color (CRP2, CRP6, 9.3.12.AR-VIS.3) https://www.saatchiart.com/paintings/popular-culture/watercolor • Students will create a still life portrait indicative of an object indicative of the current, pop culture (i.e., iPhone, beats headset, air buds, skateboard, popular toy or article of clothing) (CRP2, CRP6, 9.3.12.AR-VIS.3) https://www.theartofed.com/2017/06/02/3-ways-incorporate-pop-culture-art-room/ • Students will research symbolism in art in an exploration of an artistic series representative of their individuality, and write a short analysis paper. (CRP4, CRP7, NJSLA.W2, NJSLA.W4, NJSLA.W9, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.3) • Students will create an online portfolio of the unit's work. (CRP2, CRP6, 9.3.12.AR-VIS.3, 8.1.12.A.1) 	<p>e-the-boredom-out-of-observational-drawing/</p> <ul style="list-style-type: none"> • “Painting Still Life Watercolour” https://www.arttutor.com/class/painting-still-life-watercolour • “Symbolism Art Movement” https://www.identifythisart.com/art-movements-styles/modern-art/symbolism-art-movement/ • “Art is Personal” https://www.gulf-times.com/story/393497/Art-is-personal-it-is-not-how-others-see-it • “Critique 1” https://www.goshen.edu/art/ed/critique1.html 	<p>Students will be evaluated on the quality of their sketches.</p> <p>Students will be evaluated on the quality of their Pop Culture projects.</p> <p>Summative Assessments: 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 pop culture projects.</p> <p>Students will peer review their analysis essays using a PARCC rubric.</p>
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	Special Education	At-Risk	Gifted and Talented
<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 	<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. 	<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. 	<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

Integration of 21st Century Standards NJSLS 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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of Technology Standards NJSLS 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.

CRP7. Employ valid and reliable research strategies.

Key Vocabulary:

Drawing

Sketching

Still Life

Personal Expression

Observational Art

Juxtaposition