

Englewood Public School District

Art

HS Painting Foundations

Unit 3: Painting Styles

Overview: In this unit, students will examine six different painting styles. Through research and practice, students will demonstrate knowledge of these painting styles, famous artists, and common themes, culminating in creation of their own pieces.

Time Frame: One Marking Period

Enduring Understandings:

Painting styles reveal the heart of the painter.

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

Art reflects culture, history and identity.

Essential Questions:

What message is this painting trying to convey?

Who is the intended audience?

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	<p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> Introduction to the 6 most prominent painting styles Research is Art Abstract: An Expression of Culture Owning Your Style <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> Students will be exposed to the following painting styles: <ul style="list-style-type: none"> Modernism 	<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 pencil sketches (CRP2, CRP6, 9.3.12.AR-VIS.3) Students will research and take notes on painting styles (CRP4, CRP7, NJLSA.W2, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.3) 	<p>Texts:</p> <ul style="list-style-type: none"> “Realism to Abstract” https://www.thoughtco.com/art-styles-explained-realism-to-abstract-2578625 “An Introduction to Different Painting Styles” https://blog.orangecarton.com/an-introduction-to-different-types-of-painting-styles/ <p>Companion Texts:</p> <ul style="list-style-type: none"> “How to Paint a Fantasy Landscape” 	<p>Formative Assessments: Students will be evaluated on the quality of their sketch book entries</p> <p>Students will be evaluated via a painting style assessment</p> <p>Students will be evaluated on the quality of their abstract projects</p>

<p>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.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p>	<ul style="list-style-type: none"> ○ Impressionism ○ Abstract ○ Expressionism ○ Cubism ○ Surrealism <ul style="list-style-type: none"> ● A replica of an artist's piece in one of the studied styles ● A one-page paper of the artist's background and history of the piece, and its relevancy today ● Identification of a theme for the series of abstract paintings (i.e. identity, diversity, community, nature, family) ● Creation of a three-piece abstract series ● A figure model piece in a painting style of choice 	<ul style="list-style-type: none"> ● Students will choose a painting style studied, and then replicate a famous work in a style differing from the original artist. (CRP2, CRP6, 9.3.12.AR-VIS.3) ● Students will participate in a group research activity of one of the leading artists in a given painting style. (CRP4, CRP7, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.3) ● Students will create a landscape or figure model project in one abstract style, one painting style of student's choosing. (CRP2, CRP6, 9.3.12.AR-VIS.3) <p>https://www.incredibleart.org/files/AP/Louise-abstract.htm</p> <p>https://www.metmuseum.org/learn/educators/lesson-plans/composing-a-landscape</p> <ul style="list-style-type: none"> ● Students will write a one page reflection paper on one of the most memorable (good or bad) times in their life, and attach it to an abstract painting representing the same thing. (CRP2, CRP4, CRP6, NJSLA.W2, NJSLA.W4, 9.3.12.AR-VIS.3) <p>https://www remodelaholic.com/how-to-paint-abstract-painting/</p> <ul style="list-style-type: none"> ● Students will paint several portraits using a figure model in one of the studied styles: or, may develop an original style. Portraits must be on canvas, or a piece from the natural world. (wood, natural fiber canvas, 	<p>https://www.artistsandillustrators.co.uk/how-to/Landscapes/1800/how-to-paint-a-fantasy-landscape-part-1</p> <ul style="list-style-type: none"> ● "Create an Abstract Painting" https://www.wikihow.com/Create-an-Abstract-Painting ● "Creating a Unique Painting Style" https://www.thoughtco.com/creating-a-unique-painting-style-2578824 	<p>Students will be evaluated on the quality of their figure model projects</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 group research via an informal oral presentation.</p> <p>Students will peer review their analysis</p>
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1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.		etc.) (CRP2, CRP6, 9.3.12.AR-VIS.3) https://www.artistsnetwork.com/art-business/working-with-models/ <ul style="list-style-type: none"> Students will create an online portfolio of the unit's work. (CRP2, CRP6, 9.3.12.AR-VIS.3, 8.1.12.A.1) 		essays using a PARCC rubric.
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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	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 	<ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student's IEP Work with paraprofessional Use multi-sensory teaching 	<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 	<ul style="list-style-type: none"> Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills

<ul style="list-style-type: none"> ● 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 	<p>approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> ● 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"> ● 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"> ● 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.

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

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.

CRP7. Employ valid and reliable research strategies.

Key Vocabulary:

Drawing

Sketching

Watercolor

Acrylic

Modernism

Impressionism

Abstract
Expressionism
Cubism
Surrealism
Figure Model