

## **Southern Regional High School District Course of Study**

Department: **Art**

### **Course Title:**

**Drawing and Painting II**

**7120**

**Prepared by: Joe Begonia      January 2008**

### **Essential Questions of the Course:**

1. What are the formal elements that constitute the “visual language” necessary to create 2-D works of art?
2. What technical skills are intrinsic to the creation of realistic paintings and drawings?

### **Assessments:**

1. Ongoing informal teacher critiques and teacher-student dialogue at all phases of each project.
2. Formal teacher assessments upon completion of each project.
3. Written self-assessments by students.

# Unit of Study      1

**Unit Title:**                      Unit One – Foundation Drawing Skills from Observation

## Essential Questions of the Unit:

1. How do the formal elements of line, shape, form, space, value, and texture comprise a visual language which communicates an understanding of observable reality?
2. What are the requisite technical skills necessary to represent observable 3-D forms in a 2-D drawing format?
3. What are the material possibilities and inherent limitations of graphite pencil, eraser, blending stick, and drawing paper?

## Assessments:

1. Ongoing informal teacher critiques and teacher-student dialogue at all phases of each project.
2. Formal teacher assessments upon completion of each project.

## Content:

1. Introduction: Drawing What You See Versus Drawing What You Know
2. Line as Contour
3. Positive Shape and Negative Space
4. Abstracting Implied Geometry from Observable Reality
5. Sighting
6. Measuring
7. Proportion
8. Foreshortening
9. Line weight
10. Value: Light and Shadow
11. Modeling with Crosshatching and Blending
12. Drawing as an Additive and Subtractive Process
13. Creating Texture
14. Cropping, Matting, and Presentation

## Skills:

1. Students will be able to represent realistic 3-D objects in 2-D drawings through exclusive use of line.
2. Students will be able to model realistic 3-D objects in 2-D drawings through manipulation of value.
3. Students will be able to utilize appropriate measuring tools and techniques to facilitate accurate rendering, formatting, and presentation.

## Purpose / Rational of the unit:

Observational drawing skills are the primary foundation for the visual arts. These skills provide the most direct method for training students to see, whereby they translate what they see into drawings utilizing the formal elements of art. All other drawing and painting techniques are rooted in these foundation drawing skills. For all intents and purposes, building a strong portfolio always starts with strong drawings from observation.

# New Jersey Core Curriculum Content Standards:

- Unit 1.1 AESTHETICS** All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.
- A. Knowledge**
- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.
- B. Skills**
- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.
- Unit 1.2 CREATION AND PERFORMANCE** All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.
- D. Visual Art**
- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.
- Unit 1.3 ELEMENTS AND PRINCIPLES** All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.
- D. Visual Art**
- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.
- Unit 1.4 CRITIQUE** All students will develop, apply, and reflect upon the knowledge of the process of critique.
- A. Knowledge**
- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.
- B. Skills**
- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

## Language Arts Literacy

- 3.2.12. B. Writing as a Product (resulting in a formal product or publication)
- 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
- 3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.
- 3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)
- 3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

## Consumer, Family, and Life Skills

- 9.2.12 A. Critical Thinking
- 9.2.12.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.12.2 Describe and apply constructive responses to criticism.
- 9.2.12.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.
- 9.2.12 B. Self-management
- 9.2.12.2 Apply project planning and management skills in academic settings.
- 9.2.12 F. Safety
- 9.2.12.2 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit: 1<sup>st</sup> Marking Period

## Instructional Activities:

1. Students will complete three contour line drawings in graphite pencil from direct observation: hands, shoes, and bottles.
2. Students will complete a ten step grey scale in graphite pencil.
3. Students will complete four graphite pencil drawings, utilizing a full range of values, from direct observation: plaster cast of skull, manikin and skeleton full-length figurative models, and a still life arrangement of various objects

## Materials and Resources:

2. Graphite Pencils
3. Erasers
4. Drawing Paper (9X12, 12X18, 18X24)
5. Rulers
6. Blending Sticks
7. View finders
8. Pre-cut Mat Boards
9. Masking Tape
10. Instructional Handouts
11. A Variety of Still Life Subjects (Plaster Casts, Models, Bottles, etc.)

## Unit of Study      2

Unit Title: Unit Two – Acrylic Painting: Understanding Value and Color

### Essential Questions of the Unit:

1. How is a photographic image gridded and enlarged on a painting support?
2. How are black and white paint mixed and applied to a painting to produce a range of values that correspond to a photographic subject?
3. What is the purpose of the color wheel?
4. How are color values mixed to produce a range of tints and shades?

### Assessments:

1. Ongoing informal teacher critiques and teacher-student dialogue at all phases of each project.
2. Formal teacher assessments upon completion of each project.

Content:

2. Mixing Values with Black and White Acrylic Paint
3. Measuring Out a Grid
4. Transferring a Gridded Photographic Image to a Larger Gridded Painting Support
5. Setting Up for Painting
6. Proper Paint Application Techniques
7. Water as Thinner and Solvent
8. General Clean Up and Storage Procedures
9. Diagramming a Color Wheel
10. Mixing Colors with Acrylic Paint
11. Identifying Color Relationships and Color Schemes
12. Mixing Tints and Shades of Colors with Acrylic Paints

**Skills:**

1. Students will be able to mix, match, and apply a range of values from white to black to create a realistic acrylic painting.
2. Students will be able to correctly diagram, mix, and apply all of the colors on the color wheel and demonstrate an understanding of color relationships and schemes.
3. Students will be able to diagram, mix, and apply a sequential value scale of tints and shades for each primary and secondary color.

**Purpose / Rational of the unit:**

Students will first apply knowledge acquired in Unit One to the medium of black & white acrylic painting. Again, painting skills are always built upon a strong foundation of drawing skills. The next step is the introduction of the formal element of color. Adept knowledge of color theory and application is essential to the painting medium.

# New Jersey Core Curriculum Content Standards:

**Unit 1.1 AESTHETICS** All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

**A. Knowledge**

- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.

**B. Skills**

- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.

**Unit 1.2 CREATION AND PERFORMANCE** All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.

**D. Visual Art**

- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.

**Unit 1.3 ELEMENTS AND PRINCIPLES** All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

**D. Visual Art**

- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.

**Unit 1.4 CRITIQUE** All students will develop, apply, and reflect upon the knowledge of the process of critique.

**A. Knowledge**

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.

**B. Skills**

- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

## Language Arts Literacy

**3.2.12. B. Writing as a Product (resulting in a formal product or publication)**

- 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
- 3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.

**3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)**

- 3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

## Consumer, Family, and Life Skills

**9.2.13 A. Critical Thinking**

- 9.2.13.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.13.2 Describe and apply constructive responses to criticism.
- 9.2.13.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

**9.2.13 B. Self-management**

- 9.2.12.3 Apply project planning and management skills in academic settings.

**9.2.13 F. Safety**

- 9.2.12.3 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit: 2<sup>nd</sup> Marking Period

### Instructional Activities:

1. Students will complete a ten step grey scale in acrylic paint.
2. Students will complete a black and white value painting in acrylic of a photo-based portrait subject.
3. Students will complete a basic color wheel diagram in acrylic paint.
4. Students will complete a ten step value scale in acrylic paint, demonstrating a sequence of tints and shades, for each primary and secondary color.

### Materials and Resources:

1. Acrylic Paint (black, white, red, yellow, and blue)
2. Assorted Brushes (000, 00, 0, 1, 2, 3, 6, 8)
3. Disposable Palettes
4. Water Dishes
5. Watercolor Paper (variable formats)
6. Graphite Pencils
7. Acetate
8. Rulers
9. Compasses
10. Paint Cups with Lids

Unit of Study      3

Unit Title:      Unit Three – Acrylic Painting in Color

Essential Question of the Unit:

1. How are acrylic paint colors mixed, matched, and applied to create a painted image that corresponds to a photographic subject?

Assessments:

3. Ongoing informal teacher critiques and teacher-student dialogue at all phases of each project.
4. Formal teacher assessments upon completion of each project.

Content:

## **14. Reinforcing Skills Acquired in Previous Two Units**

**Skills:**

- 1. Students will be able to mix, match, and apply a range of colors to create a realistic acrylic painting.**
- 2. Students will be able to demonstrate proper studio habits for set up, working, and clean up.**

**Purpose / Rational of the unit:**

**To apply the knowledge acquired in Units One and Two to actual acrylic paintings in color.  
Painters need to be adept in water-based media.**

# New Jersey Core Curriculum Content Standards:

**Unit 1.1 AESTHETICS** All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

**A. Knowledge**

- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.

**B. Skills**

- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.

**Unit 1.2 CREATION AND PERFORMANCE** All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.

**D. Visual Art**

- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.

**Unit 1.3 ELEMENTS AND PRINCIPLES** All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

**D. Visual Art**

- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.

**Unit 1.4 CRITIQUE** All students will develop, apply, and reflect upon the knowledge of the process of critique.

**A. Knowledge**

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.

**B. Skills**

- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

## Language Arts Literacy

**3.2.12. B. Writing as a Product (resulting in a formal product or publication)**

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**3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)**

- 3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

## Consumer, Family, and Life Skills

**9.2.14 A. Critical Thinking**

- 9.2.14.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.14.2 Describe and apply constructive responses to criticism.
- 9.2.14.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

**9.2.14 B. Self-management**

- 9.2.12.4 Apply project planning and management skills in academic settings.

**9.2.14 F. Safety**

- 9.2.12.4 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit: 3<sup>rd</sup> Marking Period

Instructional Activities:

**Students will create one or two full color acrylic paintings on canvas board, based on their choice of photographic images of scenery.**

Materials and Resources:

1. **Various Brushes (000,00,0,1,2,3,6,8)**
2. **Acrylic Paint (black, white, red, yellow, blue)**
3. **Disposable Palettes**
4. **Water cups**
5. **Canvas boards**
6. **Acetate**

Unit of Study      4

Unit Title:            Unit Four - Oil Painting

Essential Questions of the Unit:

- 1. What are the fundamental techniques of oil painting?**
- 2. How is oil painting similar and/or different from acrylic painting?**
- 3. How are observational drawing techniques and color theory combined with oil painting techniques to create a realistic subject?**
- 4. What are the proper studio habits for set up.**

Assessments:

5. Ongoing informal teacher critiques and teacher-student dialogue at all phases of each project.
6. Formal teacher assessments upon completion of each project.

Content:

1. Reinforcing skills acquired in previous units.
2. Stretching a canvas painting support.
3. Setting a palette for oil painting.
4. Oil painting thinners and solvents.
5. Using an easel.
6. Underpainting.
7. Oil painting techniques.
8. General clean up and storage procedures for oil painting.

**Skills:**

1. Students will be able to mix, match, and apply a range of colors to create a realistic oil painting.
2. Students will be able to demonstrate proper studio habits for set up, working, and clean up with oil paint.

**Purpose / Rational of the unit:**

To apply knowledge acquired in Units One, Two, and Three to oil paintings.  
Painters should be technically adept in the more demanding oil-based media.

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**B. Skills**

- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
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**D. Visual Art**

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- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.

**Unit 1.3 ELEMENTS AND PRINCIPLES** All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

**D. Visual Art**

- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.

**Unit 1.4 CRITIQUE** All students will develop, apply, and reflect upon the knowledge of the process of critique.

**A. Knowledge**

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.

**B. Skills**

- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

## Language Arts Literacy

3.2.12. B. Writing as a Product (resulting in a formal product or publication)

- 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
- 3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.

3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)

- 3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

## Consumer, Family, and Life Skills

9.2.15 A. Critical Thinking

- 9.2.15.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.15.2 Describe and apply constructive responses to criticism.
- 9.2.15.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

9.2.15 B. Self-management

- 9.2.12.5 Apply project planning and management skills in academic settings.

9.2.15 F. Safety

- 9.2.12.5 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit: 4<sup>th</sup> Marking Period

Instructional Activities:

**Students will complete one or two full color oil paintings on stretched canvas based on arrangements of still life objects from direct observation.**

Materials and Resources:

- 1. Various Brushes (000,00,0,1,2,3,6,8)**
- 2. Oil Paint**
- 3. Disposable Palettes**
- 4. Glass Jars**
- 5. Canvases (various formats)**
- 6. Liquin medium**
- 7. Turpenoid Natural**
- 8. Graphite Pencils**
- 9. Various still life objects (bottles, fruit, baskets, cloth, bric-a-brac)**