

Essential Questions: *What are the unique properties of painting?*
How can painting express/communicate purpose or ideas?

Illinois Learning Standards for the Arts

25: Know the language of the arts.

- A. Understand the sensory elements, organizational principles and expressive qualities of the arts.
 - o 25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
 - o 25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.
- B. Understand the similarities, distinctions and connections in and among the arts
 - o 25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.

26: Through creating and performing, understand how works of art are produced.

- A. Understand processes, traditional tools and modern technologies used in the arts.
 - o 26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.
- B. Apply skills and knowledge necessary to create and perform in one or more of the arts.
 - o 26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

27: Understand the role of the arts in civilizations, past and present.

- A. Analyze how the arts function in history, society and everyday life.
 - o 27.A.3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.
 - o 27.A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.
- B. Understand how the arts shape and reflect history, society and everyday life.
 - o 27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.

National Standards or Core Standards

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines

Characteristics of Successful Learners

- Transfers knowledge to new situations
- Thinks flexibly
- Is a self-directed learner
- Thinks reflectively
- Listens actively
- Demonstrates perseverance
- Strives for personal best
- Takes responsible risks
- Acts responsibly
- Responds effectively
- Maintains focus
- Thinks interdependently
- Self-advocates

Costa's Habits of Mind

- Persistence, managing impulsivity, understanding with empathy, thinking flexibly, taking responsible risks, creativity and imagination

VOCABULARY

Content Specific Vocabulary: color, color scheme, highlight, shade, layering, values, wash, graduated wash, aerial perspective, depth, brushstrokes, flat color, ground, foreground, background, brush type, blend, grid, style, expression, transparent, opaque

Academic Vocabulary: color, shade, depth, ground, grid, style, expression, transparent, symbolism, mood, theme

Guiding Questions	Big Ideas of Painting	Knowledge and Skills	Teaching Resources & Technology
<p>Why is painting important?</p> <p>What are the unique qualities of a painting?</p> <p>How can color communicate? What can color represent?</p> <p>How do brushstrokes and paint application show expression?</p> <p>What techniques and tools does a painter use?</p> <p>What are the unique qualities of different painting media?</p> <p>Why is composition important in a painting?</p> <p>How does painting impact and reflect its source or audience?</p> <p>What is visual literacy?</p> <p>What part does the image play in our society? How does it communicate?</p> <p>What is a painting style?</p> <p>How can visual awareness be developed?</p>	<p>Painting is unique in its ability to express imaginative and realistic images.</p> <p>Painting was used for communication before the invention of the alphabet. It has been a dominant force in sharing ideas through out the world.</p> <p>Color communicates because people recognize the world through color. It can represent real objects, emotions, or create effects.</p> <p>Brushstrokes represent control. Smooth, flat color and strokes can represent calm, clean lines or space. Loose, dynamic brushstrokes or color can represent energy or emotion.</p> <p>Painting impacts the creator as a culmination of ideas with the advantage of permanence. It has lasting impact on the individual and audience across time.</p> <p>Visual literacy is the ability to identify meaning in an image, whether apparent or subversive.</p> <p>Artists use techniques or tools to produce a desired effect. Examples may include, but are not limited to:</p> <p>Fading, creating thin and thick lines, shading, layering, washes, etc.</p> <p>The image is used to share ideas or to represent information quickly. An image communicates with recognizable shapes, letters, or forms. The image rivals text for communication. It plays a primary role in sharing, knowledge, expression, consumerism, politics, social norms, and individualism.</p> <p>Considering habits of mind, a painter is persistent, creative, reflective, and a risk-taker.</p> <p>Different painting mediums have different visual qualities. Watercolor is very transparent and conveys light. Acrylic is opaque and captures vivid color.</p>	<p>Formative understandings:</p> <ul style="list-style-type: none"> ∞ Discuss historical and contemporary uses for painting ∞ Question the qualities that are unique to painting ∞ Discuss how painting has played an important role in the individual development of expression ∞ Understand color theory ∞ Apply color scheme to an image <p>Formative Understandings</p> <ul style="list-style-type: none"> ∞ Experiment with a variety of brushes and analyze the results ∞ Apply in practice a variety of techniques and judge the quality of their work <p>Reflection: Students evaluate their success based on use of creativity, techniques, and composition.</p> <p>Formative understandings</p> <ul style="list-style-type: none"> ∞ Discuss reasons for design and how design has changed 	<p>Teacher and/or student research for a project is an on-going process for art teachers. Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</p> <p>Use a variety of example works from previous student projects and teacher demonstration</p> <p>Color Wheel Worksheet</p> <p>Color theory and value chart</p> <p>Research and analyze successful artists paintings, including, but not limited to:</p> <p>Edward Hopper</p> <p>Andy Warhol</p> <p>Van Gogh</p> <p>Frida Kahlo</p> <p>Roy Lichtenstein</p> <p>Mary Cassatt</p> <p>Georgia O’Keefe</p> <p>Keith Haring</p> <p>Chuck Close</p> <p>Victor Vasarely</p>

<p>What are the characteristics of a successful painter?</p> <p>How does an artist create a painting?</p> <p>(Subject, media, tools)</p>	<p>A painting style is a distinctive visual appearance of a work of art that permits the grouping of works into categories.</p> <p>An artist finds inspiration and uses their ideas to create a plan. An artist compares different materials to achieve different effects. The artist works in stages to develop a painting.</p> <p>Composition is important to draw the viewer's attention to the focal point and / or to provide balance.</p> <p>The artist can create depth through overlapping, aerial perspective, placing foreground objects lower on the picture plane, or receding large foreground objects to small background objects.</p> <p>Painting has become more diverse over time through styles and types of media. Tools and technology changed painting products, but content continues to reflect culture.</p>	<p>to reflect society</p> <p>Formative understandings:</p> <ul style="list-style-type: none"> ∞ Identify characteristics of successful painters (learners) ∞ Analyze how they used or could use the characteristics in their process 	<p>National Gallery of Art</p> <p>Scholastic Art Magazine</p> <p>Andy Warhol Museum</p> <p>MOMA</p> <p>PBS Art 21, selected sections</p> <p>Artist painting visuals provided by the teacher.</p> <p>Crystal Productions.</p>
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