

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

PAINING MEDIA 2

Curriculum writing committee:

Dr. Irene Lantz

Grade Level:

10-12

Date of Board Approval: 2023_____

Course Weighting:

Projects (7-8 per course)	100 points per assignment
Classwork Assignments	25-50 points per assignment
Participation/Preparation	20 points per assignment

Curriculum Map

Overview: This course is a continuation of Painting Media 1. It provides a deeper exploration into two-dimensional techniques with emphasis on the development of a student's individual point of view. Using traditional and non-traditional materials, students develop inventive experimental approaches to a variety of pictorial media and examine how media, idea and composition relate. Students explore the boundaries between painting and sculpture when non-traditional materials are incorporated in collage. A sketchbook is required on a weekly basis.

Time/Credit for the course: 1 semester, 90 days, ½ credit, 1 period per day.

Goals:

Understanding of:

- Elements and Principles of Design
- Aesthetic Art Theories: Imitationalism, Emotionalism, Formalism
- Narrative in Painting
- Political Narrative in Art
- Metaphors and Social Issues in Painting
- Collage: Mixed Media Exploration, Layering and building 3-D in painting
- Critique in Painting: Apply constructive criticism, Interpret, define, aesthetic and formal analysis
- The Elements and Principles of Design
- Artistic content
- The Abstract in Art
 - Objective and Non-Objective art
 - Abstract Formalism
 - Abstract Expressionism
- Self-Portraits: Color theory, scale and proportion, and styles
- Role of the Sketchbook in Artistic Development

Big Ideas:

- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources as well as their own experiences and skills to create art.
- People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.
- People have expressed experiences and ideas through the arts throughout time and across cultures.
- The arts provide a medium to understand and exchange ideas.

Curriculum Plan

UNIT 1: NARRATIVE IN PAINTING**Time/Days: 15 Days**

- **Standards:**
[9.1.12. A,C,D,E,F,J](#)
[9.2.12 A,B,C,D,E,](#)
[9.3.12 A,B,C,D, E,F,G,](#)
[9.4.12 A,B,C,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** composition and design, theory, the narrative in art, media exploration, traditional and non-traditional techniques, content, formal critiques.

Objectives:

- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level 1,3,4)
- Raise social awareness of historical events through artistic media. (DOK Level 2,3,4)
- Employ strategies to develop narratives and metaphors for a particular political or social issue of personal importance and translate the metaphors and personal narratives into a visual format in painting. (DOK Level 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board. Handouts on metaphors, and personal narrative instructions.
2. Library Research: Research political and social issues, develop personal narratives and metaphors.
3. Discussion of the elements and principles of design, political and social issues, and metaphors in painting.

4. Incorporate iconic imagery, create concepts that are relevant, and develop a distinctive technique.
5. Students will utilize the elements and principles of design to organize their unique symbols and iconic imagery into a balanced and expressive composition.
6. Class critique, analyze artwork, student self-evaluation.

Materials: computers, printer, paper, magazines, photos, canvas, acrylic paint, brushes, water, pencils, erasers, rulers, glue, mixed media.

Assessments:

- **Diagnostic:** Direct observation, discussion, and questioning
- **Formative:** Individual and group critique
- **Summative:** Presentation and analysis of artwork and Narrative painting graded using a rubric

UNIT 2: CRITIQUE A WORK OF ART

Time/Days: 5 Days

- **Standards:** [9.1.12.A,B,C,D,E,H](#) [9.2.12.A,B,C,D,E](#), [9.3.12.A,C,D](#), [9.4.12.B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** color theory, layering technique, composition and design, form, function, sculpture, three-dimensional, mosaic, and collage exploration

Objectives:

- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level 1,3,4)
- Apply understanding of attributes to skill development. (DOK Level 4)
- Analyze, revise and evaluate works. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board. Handouts on the elements and principles of design, art aesthetic theories.
2. Research, analyze and critique an artwork of an artist of their choice.
3. Write philosophical thoughts concerning the style, and personal experience.
4. Presentation and written analysis of artworks.
5. Class critique, student self-evaluation.

Materials: computer, internet, PowerPoint, library, writing tools

Assessments:

- **Diagnostic:** Direct observation, discussion, and questioning
- **Formative:** Individual and group critique
- **Summative:** Presentation and writings graded using a rubric

UNIT 3: MIXED MEDIA THEMATIC PAINTING/COLLAGES/PHOTO

Time/Days: 15 Days

- **Standards:** [9.1.12.A,B,C,D,E,H](#) [9.2.12.A,B,C,D,E](#), [9.3.12.A,C,D](#), [9.4.12.B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** color theory, elements and principles of design, perspective, form, thematic narratives, fantasy, art and philosophy, feminism, etc.

Objectives:

- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level 1,3,4)
- Employ strategies to develop narratives and metaphors for a thematic approach to painting. (DOK Level 1,2,3,4)
- Create an original painting using mixed media. (DOK Level 1,2,3,4)
- Apply understanding of attributes to skill development. (DOK Level 4)
- Analyze, revise and evaluate works. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board.
2. Create a thematic collage of mixed media.
3. Research a theme of interest and create a process diary.
4. Explore media and color, perspective, value, and form to develop artwork.
5. Incorporate collage, different elements, and materials.
6. Utilize all painting techniques and collage to explore individuality of painting techniques: (texture, transparency/impasto, underpainting, blocking, texture, wet-into-wet, dry-brush, masking, and alla prima.
7. Class critique, analyze artwork, student self-evaluation.

Materials: Canvas, acrylic paints, water, brushes, pencils, erasers, rulers, photographs, computers, magazines

Assessments:

- **Diagnostic:** Direct observation, discussion, and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of Thematic Mixed Media Painting using a rubric

UNIT 4: SOUND INTERPRETATION

Time/Days: 10 Days

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** music, improvisation, art criticism, color theory, elements and principles of design, art history, design, color theory, composition and design, form, function.

Objectives:

- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level 1,3,4)
- Research The Romantics in art history, Kandinsky's methods of art and music and the transcendental. (DOK Level 1,2,4)
- Apply understanding of attributes to skill development. (DOK Level 4)
- Analyze, revise, and evaluate works. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board, hand-outs. music.
2. Research transcendental art, Kandinsky's methods, and the Romantics in art.
3. Create a piece of artwork with acrylic paint, while listening to the sounds of classical music to inspire an original abstract artwork.
4. Class critique, analyze artwork, student self-evaluation.

Materials: Handouts, computers, classical music, acrylic paint, brushes, canvas.

Assessments:

- **Diagnostic:** Direct observation, discussion, and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of Sound Interpretation artwork using rubric

UNIT 5: EXPRESSIVE LINE PAINTING

Time/Days: 15 Days

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 B,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** Line, color theory, elements and principles of design, design, color theory, composition, traditional and non-traditional techniques, proportion and perspective.

Objectives:

- Create a painting using expressive lines, sense of movement and dynamism. (DOK Level 1,2,4)
- Apply understanding of attributes to skill development. (DOK Level 4)
- Explore multiple techniques: line, scratching, pulling, and layering to create various painting effects, and media and color to develop artwork (DOK Level 3)
- Analyze, revise, and evaluate works. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board.
2. Create a painting using line to create emotional impact, a sense of movement and dynamism through techniques of scratching, pulling and layering to create painterly effects.
3. Use of proportion and perspective to show 3d modeling and blending between colors. Utilize layering of colors to create depth.
4. Class critique, analyze artwork, student self-evaluation.

Materials: Canvas, acrylic paints, water, brushes, pencils, erasers, rulers, scratching tools

Assessments:

- **Diagnostic:** Direct observation, discussion, and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of Expressive Line painting using a rubric

UNIT 6: ANALOGOUS PORTRAITURE

Time/Days: 15 Days

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 A,B,C,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** elements and principles of design, design, color theory, transfer theory, composition, and design.

Objectives:

- Develop skills to interpret, define, and use aesthetic and formal analysis of art theories to discuss a work of art. (DOK Level 1,3,4)
- Apply understanding of attributes to skill development. (DOK Level 4)
- Explore scale, media, and color to develop artwork (DOK Level 3)
- Plan, design, and create an analogous color portrait. (DOK Level 2,3,4)
- Analyze, revise, and evaluate works. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board.
2. Explore the different influences of aesthetics and the various messages they can convey in painting: e.g., value and scale, represented motifs, and cultural traditions, etc.
3. Create a large portrait using analogous colors from a photo.
4. Utilize all painting techniques and collage to explore individuality of painting techniques: (texture, transparency/impasto, underpainting, blocking, texture, wet-into-wet, dry-brush, masking, and alla prima.
5. Class critique, analyze artwork, student self-evaluation.

Materials: Photos, Large Canvas, acrylic paints, water, brushes, pencils, erasers, ruler

Assessments:

- **Diagnostic:** Direct observation, discussion, and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of large-scale portrait using a rubric

UNIT 7: RYTHYM AND MOVEMENT THROUGH ABSTRACTION

Time/Days: 15 Days

- **Standards:** [9.1.12. A,B,C,D,E,H](#) [9.2.12 A,B,C,D,E](#), [9.3.12 A,C,D](#), [9.4.12 A,B,C,D](#)
- **Anchors:** [M08.B-F.2.1.2](#), [M08.C-G.1.1.1](#)
[E08.B-K.1.1](#), [E08.B-V.4.1](#), [E08.C.1.2](#), [E08.C.1.3](#), [E08.E.1.1](#)
- **Eligible Content:** color theory, elements and principles of design non-objective theory, design, color theory, layering technique, composition, and design.

Objectives:

- Create an original art piece applying the 20th century's canons of abstraction in art. (DOK Level 1,2,4)
- Apply understanding of attributes to skill development. (DOK Level 4)
- Explore media and color to develop artwork (DOK Level 3)
- Plan, design, construct and deconstruct to create a design using various media techniques (collage, paint, pencil, oil pastel, etc.) (DOK Level 4)
- Analyze, revise, and evaluate works. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

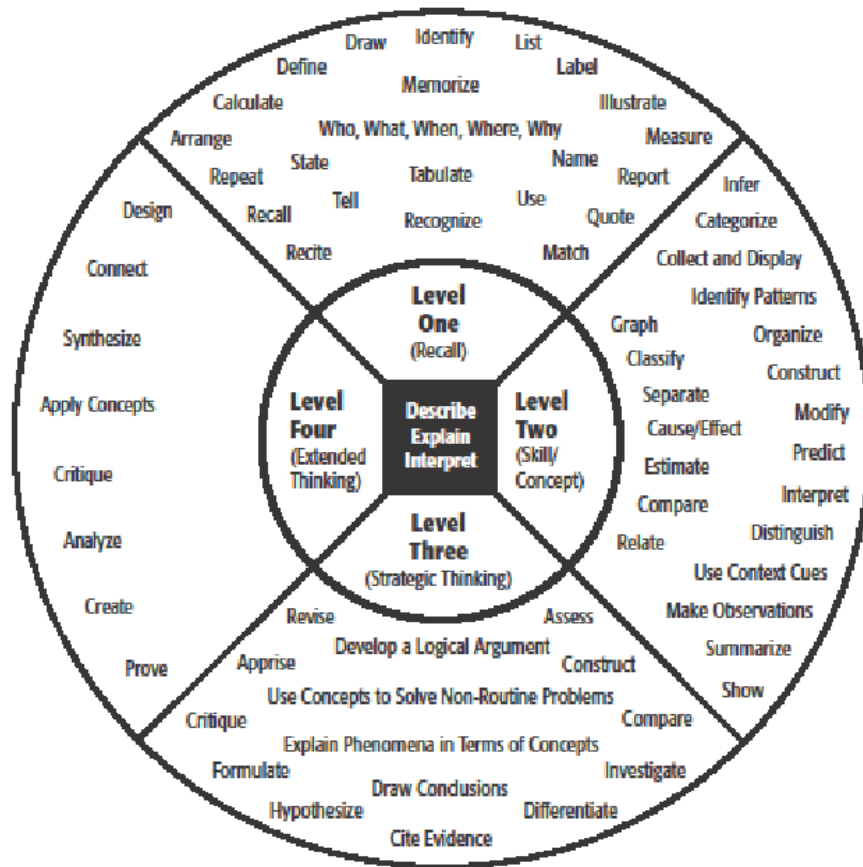
1. Direct instruction and practice, modeling demonstration and examples, visualization using PowerPoint on Smart board. Handouts of abstract art historical analysis.
2. Use of sensory perception, intuition, emotion to move away from recognizable imagery. Build upon the shapes and forms by deconstructing/tearing/adding.
3. Explore different ways to move from "the comfortable to the risk-taking approach" of creating in painting. Large vs. small, stylized vs. realism, elongated vs. compression, etc.
4. Class critique, analyze artwork, student self-evaluation.

Materials: Handouts, magazines, images, paper, acrylic paint, brushes, paper, pencil, glue, any materials in the art room.

Assessments:

- **Diagnostic:** Direct observation, discussion, and questioning
- **Formative:** Individual and group critique
- **Summative:** Evaluation of abstract painting using a rubric

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

WEBB's Depth of Knowledge Definition (DOK) Levels 1-4

Level 1: Recall and Reproduction

Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are typical Level 1 tasks.

Level 2: Skills and Concepts

At this level, a student must make some decisions about his or her approach. Tasks with more than one mental step such as comparing, organizing, summarizing, predicting, and estimating are usually Level 2.

Level 3: Strategic Thinking

At this level of complexity, students must use planning and evidence, and thinking is more abstract. A task with multiple valid responses where students must justify their choices would be Level 3. Examples include solving non-routine problems, designing an experiment, or analyzing characteristics of a genre.

Level 4: Extended Thinking

Level 4 tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. Designing a survey and interpreting the results, analyzing multiple texts by to extract themes, or writing an original myth in an ancient style would all be examples of Level 4.

<https://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst>