

# Curriculum Outline



**Campbell High School**

Character – Courage – Respect – Responsibility

Course & Level: Painting (947)

Department: Art Department

Teacher: Denise Freeman

Grade level: 9-12

## Description of Course:

Temperas, acrylics and watercolors are used to build an understanding of color, volume, light, and space, in painting that reflects various historical styles. Students will work in both real subject matter and from their imaginations to create images with this versatile medium. Students will learn painting techniques within each medium.

## School – Wide Expectations:

### Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

### Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect

*The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.*

## Core Competencies:

### Creating

1. Students will apply anatomical structure of themselves with characteristic features using self-expressive techniques in painting. (think critically)

Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas.

b. Use subject matter, symbols, ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics.

d. Evaluate the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' work and the work of others.

2. Students will understand and apply color as a means of expression through subtle alterations of tone and value.

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

b. Create works that use the elements of art and principles of design to solve specific visual arts problems;

d. Design to generate multiple solutions to a variety of art problems

## Performing

3. Students will demonstrate the concepts and properties of color by creating expanded transparent and opaque values in their work.

Curriculum Standard 6: Students will make connections among the visual arts, other disciplines, and daily life.

- a. Compare the materials, technologies, media and processes of the visual arts with those of other disciplines.
- d. Use knowledge of other subject matter to enhance their art work.

4. Students will recognize, understand, and demonstrate properties and fundamental techniques of water-based mediums using safe and appropriate processes. (personal responsibility)

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

- a. Apply media, techniques and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions
- b. Create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes.
- c. Use complex art materials and tools in a safe and responsible manner.

## Responding

5. Students will critique work and the works of art using formal aesthetic theories. (reading, writing, speaking)

Curriculum Standard 4: Analyze the visual arts in relation to history and culture.

- a. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- b. Analyze relationships among works of art in terms of history, aesthetics, and culture, using their observations to inform their own art making. (critical thinking and problem solving)

Curriculum Standard 5: Analyze, interpret, and evaluate their own and others' artwork.

- a. Research and analyze historic meaning and purpose in various works of art.
- b. Defend personal interpretations to better understand specific works of art.
- c. Apply critical and aesthetic criteria in order to improve their own works of art.
- d. Reflect critically on various interpretations to better understand specific works of art.
- e. Analyze and interpret art works identifying relationships among form, context, and purposes.

## **Suggested Texts and Media (Software, A/V, etc.):**

Online Museum Galleries

Metropolitan Museum of Art, Guggenheim, Whitney Museum of American Art, DeCordova Museum, Peabody Essex Museum, Museum of Modern Art, Currier Museum of Art, Museum of Fine Arts,

### **Suggested Instructional Strategies:**

**1. Lecture and Demonstration-** Use of demonstration of technical and expressive techniques within each medium are explored. Students analyze, describe, and evaluate works of art and their cultural and historical significance, as well as, function in a sequential fashion in order to develop a greater understanding of the evolution of painting. Students take notes, sketch drafts and final designs for their finished product. Each step is demonstrated with the use of materials, safety, application and technical processes. Handouts, assigned painting responses, research, notes and a series of objectives are clearly outlined.

**2. Class Work-** The program is designed for students with an interest in exploring the use of color, volume, light, and space with pigment. Students experience the art making process through kinesthetic modalities using the basic principles and elements of art. Students work with basic principles of composition with still life, landscape and portraiture. Students will gain a broader understanding of the use of materials by experimenting and exploring its properties and applications.

**3. Active Learning-** Use of activity based learning experiences which include performing, creating and responding to visual arts.

### **Suggested Assessment Strategies:**

- 1. Performance Rubrics-** Students are expected to apply concepts from the course of the basic fundamentals in their paintings. Students are expected to apply the elements and principles of design, as well as compositional techniques in their work. Rubrics often have three major components of the core competencies within each unit; creating, responding and performing. Formative and Summative Assessments are used in each Unit of Study.
- 2. Painting Responses-** Students are assessed both orally and written through a series of "painting responses" from "Pre-Historic" to 20<sup>th</sup> Century Art. Students are required to respond to a work of art by (contextual response) describing how the artist used the elements and principles of design, (sensory response) how does the painting stimulate the senses, what was the artists intent, and which artistic theory best describes the painting (Formalism, Imitationalism, or Emotionalism)?
- 3. Formal and Informal Individual and Group Critiques-** A variety of critique techniques are used to assess student work. Critiques are written and oral. Group critiques encourage peer learning, strengthens skills and techniques and promotes collaboration and community. Students have the opportunity to speak about their work and the work of others using formal critical concepts and techniques. Through the critique process students have the opportunity to speak effectively about their idea, use of material, construction, experience, technical processes, weaknesses and strengths of their work and the work of others.