

DEPARTMENT: ART	COURSE TITLE: PAINTING COURSE NUMBER: 608
GRADE(S): 10-12	PRE-REQUISITES (IF ANY): FOUNDATIONS OF ART A & B

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Powder Pastel	1 week	<ul style="list-style-type: none"> Use of powder pastels to create a drawing of a student-chosen 	Students will: <ul style="list-style-type: none"> Blend and shade with powder pastels. Mix appropriate colors. 	<ul style="list-style-type: none"> In the completed drawing, are colors crisp and not muddy? Is subject appropriate for this medium? 	<ul style="list-style-type: none"> Creating strand LS 1,2 Thinking and Responding strand LS 3
Oil Pastel	2 weeks	<ul style="list-style-type: none"> Personal interpretation of the theme "Noah's Ark," in oil pastel, using all the elements in the drawing to create a sense of unity with a clear figure-ground relationship 	Students will: <ul style="list-style-type: none"> Blend and shade with oil pastels. Mix appropriate colors. 	<ul style="list-style-type: none"> Has the student clearly interpreted the theme in the finished drawing? Are the colors blended well? 	<ul style="list-style-type: none"> Creating strand LS 1,2 Thinking and Responding strand LS 3 Connecting and Contributing strand LS 5,6
Watercolor: Bleeding Black Marker	1 week	<ul style="list-style-type: none"> Use of a black (waterbase) marker to draw a picture that has a variety of texture, pattern, line, and contrast dark/light areas 	Students will: <ul style="list-style-type: none"> Experiment with a variety of line, sizes, textures, and patterns. Demonstrate ability to "bleed" their drawings with water. 	<ul style="list-style-type: none"> Does the completed painting have a variety of dark and light textures and patterns? Did the picture bleed in a pleasing way? 	<ul style="list-style-type: none"> Creating strand LS 1,2 Thinking and Responding strand LS 3
Haiku	3 weeks	<ul style="list-style-type: none"> Watercolor painting inspired by student-read (or student-written) Japanese haiku poems 	Students will: <ul style="list-style-type: none"> Mix, paint, and blend watercolors. Demonstrate ability to do wet-on-wet, drybrush, and various types of washes. Use various sized brushes appropriately. 	<ul style="list-style-type: none"> Are colors appropriate to subject matter? Do colors retain a transparent quality and are not opaque or muddy? Are the techniques used suitable to subject? 	<ul style="list-style-type: none"> Creating strand LS 1,2 Thinking and Responding strand LS 3 Connecting and Contributing strand LS 5,6

Acrylic Painting	5 weeks	<ul style="list-style-type: none"> Mural or a canvas painting using acrylic paints, with concentration on creating an image in which the concepts of light, shape, form, balance, unity, and relationship are the primary focus. 	<ul style="list-style-type: none"> Students will: Do preliminary sketches. Mix colors, select proper brushes, and utilize appropriate clean-up procedures. Transfer their drawings onto a wall or canvas. Demonstrate ability to deal with the idiosyncrasies of the surface they are painting. 	<ul style="list-style-type: none"> For mural: Students will most likely be working in a group. If so, did they work well together? For both: How effective is the image from a distance—does it tie together? Are the paints applied carefully and blended well? Is the image strong? 	<ul style="list-style-type: none"> Creating strand LS 1,2 Thinking and Responding strand LS 3 Connecting and Contributing strand LS 5,8
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