# Painting Unit Plan

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| **Unit Author** |
| First and Last Name  | Lindsey Almeida |
| School District | Lyndhurst School District |
| School Name | Lyndhurst High School |
| School City, State | Lyndhurst, New Jersey |
| **Unit Overview** |
| **Unit Title** |
| Painting Like the Masters |
| **Unit Summary** |
| This unit is focused on the basic techniques of three painting mediums. Not only will students learn about the painting mediums they will also analyze three Historical Art Periods: Impressionism, American Modernism, and Abstract Art. They will research these art periods and find the characteristics that disitiguish the different details that are indicitive of the historical art time periods. For each period, students will have an activity to do, which will represent the technqiues, and detials that are used for each. Students will be creating an artwork that is based around these historical art periods, individually. There will be a class critique, where students will be participating, and an open discussion will be had on each painting. Proper termonolgy will be used, along with deciding if the artwork was successfully painted using the characteristics of the period. |
| **Subject Area** |
| Visual Art |
| **Grade Level**  |
| Targeted grade levels: 9-12 |
| **Approximate Time Needed**  |
| 20 80 minute class blocks |
| **Unit Foundation** |
| **Targeted Content Standards and Benchmarks**  |
| **1.2.12.A.1** Students will learn how cultural and historical events impact art-making as well as how audiences respond to works of art.Benchmark: Students will analyze the history and techniques used for three of the Historical Art Periods- Impressionism, Abstract, and American Modernism **1.1.12.D.1** Students will learn how a common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.Benchmark: Students will be analyzing different historical time periods to find that there is a common thread for each period.**1.1.12.D.2** Students will learn that stimuli for the creation of artworks can come from many places, including other arts disciplines.Benchmark: Students will analyze the history and techniques used for three of the Historical Art Periods- Impressionism, Abstract, and American Modernism**1.3.12.D.2** Students will be able to create a culturally and historically diverse art media, [art mediums](http://www.state.nj.us/education/cccs/def/1/VPAmed.html), techniques, and styles impact originality and interpretation of the artistic statement.Benchmark: Students will be creating original artworks, but in the style of three Historical Art Periods- Impressionism, Abstract, and American Modernism**1.3.12.D.3**  Students will be able to show their understanding of the relationships among [art media](http://www.state.nj.us/education/cccs/def/1/VPAam.html), methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other [genre](http://www.state.nj.us/education/cccs/def/1/VPAgen.html) styles to convey ideas to an audience.Benchmark: Students will be creating three paintings, one in each of the following styles: Impressionistic style, American Modernism, and Abstract.**1.4.12.B.2** Students will discuss how the cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.Benchmark: Students will be participating in a class critique which will discuss each artwork of the unit fit the theme of each painting, along with the artist technical skill, and expression of style. |
| **Student Objectives/Learning Outcomes** |
| **Students will be able to:*** Distinguish the different details and characteristics that are indicative of the historical art periods that will be discussed during this unit, Abstract, American Modernism, and Impressionism.
* Work in pairs to finish a WebQuest that is based around the Impressionism period.
* Create three successful paintings, using the details and characteristics of each historical art period, with a twist of their own artistic influence.
* Know multiple famous artists in the three historical art periods.
* Know the different mediums used in the historical art periods, and have a chance to use the mediums for their paintings.
* Create three different artworks using three different painting mediums.
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| **Curriculum-Framing Questions** |
|  | **Essential Question**  | * How can you create a successful composition?
* How can you give construcive critisism?
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|  | **Unit Questions** |  |
|  | **Content Questions** | * What are the characteristics that distinguish the different details that are indicative of the historical art time periods?
* What techniques were used that set the Impressionistic Period apart from the rest of the historic time periods?
* How did the early Impressionistic artists violate academic painting?
* What is the main difference between Impressionism and classical painting?
* What is abstract art?
* How is abstract art different from Non-Objective art?
* Who were some of the main artists in the art historical period American Modernism?
* How is American Modernism different from other historical periods?
* What was the main artistic medium used in this time period?
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| **Assessment Plan** |
| **Assessment Timeline** |
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| **Before project work begins** | **Students work on projects and complete tasks** | **After project work is completed** |
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| Presentation | Pre-Test |  | Step Back Method | Class Critique | Post-Test |
| * There will be a presentation based on what will be covered during the unit plan
 | * Students will be answering questions based on the unit plan, while watching the presentation.
 | * Students will have a timeline to follow along with, to makes sure they stay on task, and the artworks will be finished on time.
 | * Students will be using the step back method frequently. It is important for paintings to look right, not just close up, but from a distance as well.
 | * For each painting project, student will participate in a class critique, where they will be using appropriate language to critique classmate’s artwork.
 | * Students will be retaking their pre-test, to show growth of knowledge.
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| **Assessment Summary** |
| The unit will begin with a presentation which will cover what will be discussed during this unit. Students will then be given a Pre-Test to access prior knowledge and gauge what is already known. Students will be participating in a WebQuest, class critiques, and will be creating artwork that will be based on the each historical time period; which will promote high order thinking. Students will be mixing paint colors together to get the right shade for their artwork, and trying to recreate texture using different techniques, which promotes problem solving skills.Students will receive the rubric used for grading in the beginning of the unit. We will discuss each section, and visual references will be shown. They will be able to reference back to it throughout the painting lessons to make sure they stay on track. Students will also receive a critiquing guide, which will help them to better understand the difference between judging and constructive criticism. There will be a discussion held before each painting project, outlining what exactly is expected, and student’s samples will be shown, for visual reference.  |
| **Unit Details** |
| **Prerequisite Skills** |
| Students must have had prior understanding on the proper use of a paintbrush. |
| **Instructional Procedures** |
| **Class 1**Begin by introducing the painting unit plan by presenting a PowerPoint, while having students take a pre-test. After the pre-test, I will hand out the brochure, which will lead to a class discussion on the unit plan and what is expected of the students.**Class 2**Acrylic Paint LessonStudents will be broken into pairs, and will work on the [WebQuest](http://www.lindseyalmeida.com) together. By the end of the class, both students should be experts and understand the history and techniques behind the Impressionism Art Periods.**Class 3-5**Students will work on an Impressionistic style painting, using their newly learned skills that were acquired from the WebQuest.**Class 6**Students will participate in a Class Critique where students will have a discussion on each student’s artwork using the proper vocabulary.**Class 7**Watercolor Paint LessonPowerPoint presentation about Watercolor Techniques will be shown. Students will be taking notes during the presentation. Students will create Watercolor Technique practice guide, where they will practice painting the different Watercolor Techniques.**Class 8**Introduction to Watercolor project. Student will begin to paint their American Modernism style flowers.**Class 9-11**Students will continue to work on their paintings.**Class 12**Students will participate in a Class Critique where students will have a discussion on each student’s artwork using the proper vocabulary.**Class 13**Oil Paint LessonIntroduction/Lecture on Abstract Art. A discussion on Oil Paint will begin the class. Students will be taking notes. Students will be using their I Pads to look up abstract artwork, to get their minds turning.**Class 14-19**Students will continue to work on their paintings**Class 20** Students will participate in a Class Critique where students will have a discussion on each student’s artwork using the proper vocabulary. |
| **Accommodations for Differentiated Instruction** |
|  | **Resource Student** | Provide extra work time before or after schoolProvide helpful guides worksheets that explain how to mix each paintAllow students to choose their own photograph that they feel is manageable |
|  | **Nonnative English Speaker** | Provide helpful guiding worksheets in student’s first language, explaining the projects and how to mix the paints. |
|  | **Gifted Student** | Have student choose their own picture that will provide a challenge for each section of this unit. |
| **Materials and Resources Required For Unit** |
| **Technology – Hardware** (Click boxes of all equipment needed)  |

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| [ ]  Camera [x]  Computer(s) [ ]  Digital Camera [ ]  DVD Player[x]  Internet Connection  | [ ]  Laser Disk[x]  Printer [x]  Projection System [ ]  Scanner [ ]  Television  | [ ]  VCR [ ]  Video Camera [ ]  Video Conferencing Equip.[x]  Other Apple I Pad |
| **Technology – Software** (Click boxes of all software needed.) |
| [ ]  Database/Spreadsheet [ ]  Desktop Publishing [ ]  E-mail Software[ ]  Encyclopedia on CD-ROM  | [ ]  Image Processing [ ]  Internet Web Browser [ ]  Multimedia  | [ ]  Web Page Development [ ]  Word Processing [ ]  Other        |

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| **Printed Materials** | Print outs of PowerPoint’s if needed |
| **Supplies** | Watercolor Pencils, Acrylic Paint, Watercolor Paint, water cups, paintbrushes, canvases, watercolor paper, pencils, rulers, turpenoid, galykd, linseed oil, glass jars with sealable lids. |
| **Internet Resources** | Paint like the Masters WebQuest:<http://lindseyalmeida.com/webquest/>Google Images |
| **Other Resources** | N/A |

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