

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Art-Painting Grade 9-12

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Name of Unit Weeks Review Elements and Principles & Color Theory & Creative Thinking 2 week	2. Elements And Principles Students will understand and apply elements and organizational principles of art. 3. Content Students will consider, select and apply a range of subject matter, symbols and ideas.	<ul style="list-style-type: none"> Identify and understand the creative approach to content and composition that artists take in their work to evoke response and communicate ideas. Understand, explore and use a variety of creative problem solving skills to inspire and direct their creative process. Produce studies exploring design problems and creative imagery. 	Composition and color theory quizzes. Students will demonstrate application of creative problem solving processes and techniques. Students will compose thumbnail sketches based on their knowledge of visual design and creative visual problem solving. Students will participate in critiques of the content, composition, and color scheme of a range of paintings.	<u>Art Fundamentals</u> <u>Theory and Practice</u> <u>Interaction of Color</u> By: Joseph Albers <u>Art Synectics & Design</u> <u>Synectics</u> by: Nicholas Roukes <u>From Ordinary to</u> <u>Extraordinary</u> by: Ken Vieth Worksheets Art slides, prints and digital images
Name of Unit Weeks Watercolor & Tempera	1. Media Students will understand, select and apply media, techniques and processes. 2. Elements And Principles Students will understand and apply elements and organizational principles of	<ul style="list-style-type: none"> Perceive spatial relationships in a directly observed landscape and use a variety of learned perspective techniques to convey 3 dimensional perspective on a 2 dimensional page. Explore a variety of compositional approaches to landscape representation (from direct 	Students' thumbnail sketches and painting technique studies will be reviewed. Students will be involved with the teacher and peers in ongoing observation and critique of skill	Worksheets and visual references related to landscape, perspective, watercolor and tempera paint. Demonstrations of techniques/processes.

<p>Landscape & Abstraction</p> <p>4 weeks</p>	<p>art.</p> <p>3. Content Students will consider, select and apply a range of subject matter, symbols and ideas.</p> <p>4. History & Culture Students will understand the visual arts in relation to history and culture.</p> <p>5. Analysis, Interpretation Students will reflect upon, describe, analyze, and Evaluation interpret and evaluate their own and others' work.</p>	<p>observation) through the use of viewfinders and thumbnail sketches.</p> <ul style="list-style-type: none"> • Understand how colors interact. • Analyze how color is used visually and expressively by artists. • Plan effective color compositions and mix and distribute colors in their own art to achieve desired effects. • Through a series of studies, explore and understand the visual and physical characteristics of watercolor and tempera paint and uses of watercolor and tempera tools, materials and techniques. • Apply watercolor and tempera paint to the painting surface using a variety of techniques to create effective a representational landscape painting and an abstract composition inspired by natural forms. • Demonstrate respectful attitude toward their own and other's work. 	<p>development.</p> <p>Students will complete self-assessment/ teacher assessment rubrics of completed landscape and abstraction from natural form paintings.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p> <p>Students will participate in oral and/or written critiques of the content and composition of a range of landscape and abstract paintings.</p>	<p>Worksheets and assignment sheets</p> <p>Art slides, prints and digital images</p> <p>Reference artist: Georgia O'Keefe</p>
<p>Name of Unit Weeks</p> <p>Acrylic Technique</p> <p>Introduction to Portrait</p> <p>4 weeks</p>	<p>1. Media Students will understand, select and apply media, techniques and processes.</p> <p>2. Elements And Principles Students will understand and apply elements and organizational principles of art.</p>	<ul style="list-style-type: none"> • Learn the structure and proportional relationships of the human face. • Draw a graphic line portrait from a photograph reference delineating the planes of the face. • Observe a range of painted portraits from different cultures and periods of history. • Understand how colors interact. • Analyze how color is used visually 	<p>Students will complete self-assessment/ teacher assessment rubrics of completed portrait drawing, acrylic technique studies and portrait color schemes.</p> <p>Students will complete a self-assessment/ teacher</p>	<p>Worksheets and visual references related to portrait and acrylic painting.</p> <p>Demonstrations of techniques/processes.</p> <p>Artist prints, reference books, slides and digital</p>

	<p>3. Content Students will consider, select and apply a range of subject matter, symbols and ideas.</p> <p>4. History & Culture Students will understand the visual arts in relation to history and culture.</p> <p>5. Analysis, Interpretation Students will reflect upon, describe, analyze, and Evaluation interpret and evaluate their own and others' work.</p>	<p>and expressively by artists.</p> <ul style="list-style-type: none"> • Plan effective color compositions to achieve desired effects in a series of portraits. • Produce a series of studies exploring the visual and physical characteristics of acrylic paint and uses of acrylic paint tools, materials and techniques. • Demonstrate respectful attitude toward their own and other's work. 	<p>assessment rubric of their process.</p> <p>Student will participate in oral and/or written critiques of the content and composition of a range of paintings.</p>	<p>images.</p> <p>Worksheets</p> <p>Assignment sheets</p>
<p>Name of Unit</p> <p>Weeks</p> <p>Acrylic Portraits</p> <p>4 weeks</p>	<p>1. Media Students will understand, select and apply media, techniques and processes.</p> <p>2. Elements And Principles Students will understand and apply elements and organizational principles of art.</p> <p>3. Content Students will consider, select and apply a range of subject matter, symbols and ideas.</p>	<ul style="list-style-type: none"> • Make selection of effective technique and color scheme combinations for a series of diverse portraits. • Transfer line drawing portraits to primed canvas. • Apply acrylic paint to the canvas using specific approaches to technique to produce a series of portraits involving graphic, textural, and smooth layered application of paint. 	<p>Students will be involved with the teacher and peers in ongoing observation and oral critique of the visual composition process.</p> <p>Students will complete self-assessment/ teacher assessment rubrics of each completed acrylic portrait painting.</p> <p>Students will complete a self-assessment/ teacher assessment rubric of their process.</p>	<p>Demonstrations of techniques/processes.</p> <p>Artist prints, reference books, slides and digital images.</p> <p>Worksheets</p> <p>Assignment sheets</p>

	<p>5. Analysis, Interpretation Students will reflect upon, describe, analyze, and Evaluation interpret and evaluate their own and others' work.</p>		<p>Students will participate in oral and/or written critiques of the content and composition of the acrylic portrait series.</p>	
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<p>Name of Unit Weeks Oil Painting Still Life 5 weeks</p>	<p>1. Media Students will understand, select and apply media, techniques and processes.</p> <p>2. Elements And Principles Students will understand and apply elements and organizational principles of art.</p> <p>3. Content Students will consider, select and apply a range of subject matter, symbols and ideas.</p>	<ul style="list-style-type: none"> • Produce several thumbnail studies from the observed still life. • Learn to stretch and prime a canvas. • Research the life and work of the chosen reference artist and prepare to shareConstruct an effective still life. • P their research with their peers. • Analyze how composition, color scheme and technique are used visually and expressively by the reference artist and apply this knowledge to their own oil still life painting. • Through a series of studies, explore and understand the 	<p>Students will be involved with the teacher and peers in ongoing observation and oral critique of the oil painting process.</p> <p>Still life sketches, stretched canvas and oil technique studies will be assessed.</p> <p>Students will complete self-assessment/ teacher assessment rubrics of completed oil still life painting and presentation of their reference artist.</p> <p>Students will complete a</p>	<p>Demonstrations of techniques/processes.</p> <p>Artist prints, reference books, slides and digital images and digital resources related to still life and oil painting.</p> <p>Worksheets</p> <p>Assignment sheets</p>
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	<p>4. <u>History & Culture</u> Students will understand the visual arts in relation to history and culture.</p> <p>5. <u>Analysis, Interpretation</u> Students will reflect upon, describe, analyze, <u>and Evaluation</u> interpret and evaluate their own and others' work.</p>	<p>visual and physical characteristics of water soluble oil paint and uses of related tools, materials and techniques.</p> <ul style="list-style-type: none"> • Plan effective color compositions and mix and distribute colors in their own art to achieve desired effects. • Apply oil paint to the canvas surface using a variety of techniques to create a well composed representational still life painting inspired chosen reference artist. • Demonstrate respectful attitude • toward their own and other's work • during oral critique. 	<p>self-assessment/ teacher assessment rubric of their process.</p> <p>Student participates in oral and/or written critiques of the content and composition of still life paintings will be assessed.</p>	
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