

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

NEW REVISED CURRICULUM - X

DATE: March 8, 2013

CONTENT AREA: HHS VISUAL ARTS - PAINTING

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Patty Morchel

WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

As scheduled on the five-year curriculum revision cycle

Other - All department courses reviewed and revised to 2009 NJCCCS

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

Yes

No (please explain) _____

OTHER COMMENTS: _____

APPROVAL DATES:

LM 4-24-13 Approved by Assistant Superintendent

TL 4/11/13 Approved by Education Committee

Board of Education

Board of Educ. Approved
4/22/13

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL
VISUAL ARTS CURRICULUM

PAINTING
GRADES 9 - 12

AUGUST 2012

Fine & Performing Arts Department

Painting

Grades 9-12

Course Overview

Students explore numerous subject possibilities through the excitement of working with color and a variety of paint media. Emphasis is on good composition, paint handling, and color theory. Creative approaches to idea and skill development and composition are stressed. Typical areas of study might include: watercolors, oils, acrylics, tempera, and mixed media.

This 2.5 credit semester course helps fulfill the state mandate contained in N.J.A.C. 6A:8-5.1(a)lvii for “at least 5 credits in Visual and Performing Arts” for all students who entered high school in 2010 or later.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which include:

- 1.1 The Creative Process
- 1.2 History of Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

Where appropriate, links to the Common Core State Standards for English Language Arts and Mathematics have been included, along with the NJCCCS for Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers.

Enduring Understandings	<ol style="list-style-type: none"> 1. Artists use a variety of problem solving and decision making skills to apply the elements of art and principles of design in two-dimensional works of art. 2. Two dimensional design in various media helps identify various cultures and civilizations throughout history. 3. The creation of art includes creative planning and the use of a variety of studio skills. 4. Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others. 5. Artists use a variety of media and technology tools to find visual resources to inspire future paintings. 6. The development of critical thinking skills enables keener insights when solving future design problems.
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Unit/Skill: Color Theory	
Days	30 days
NJCCCS	<ol style="list-style-type: none"> 1.1 The Creative Process-All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture-All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance-All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. 1.4 Aesthetic Responses & Critique Methodologies-All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
NJCCCS CPI	<ol style="list-style-type: none"> 1.1.12.D.1-Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.2.12.A.1-Determine how dance, music, theatre, and visual art have influenced world cultures throughout history 1.3.12.D.1-Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy methods, techniques, and cultural understanding. 1.3.12.D.5-Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work. 1.4.12.A.2-Speculate on the artist's intent, using discipline-specific arts technology and citing embedded clues to substantiate the hypothesis. 1.4.12.A.3-Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. 1.4.12.B.1-Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. 1.4.12.B.2-Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
Essential Questions	<p>What is the meaning of art? How can color suggest meaning in a work of art? What makes painting different from other art mediums? How have historical developments affected the visual arts? How can art history references improve the quality of a student's work? How can the understanding and incorporation of the elements and principles of design strengthen a student's work? How can critique affect the creation and/or modification of an existing or new work of art?</p>

Skills The Student Will...	<ol style="list-style-type: none"> 1. Discuss basic color concepts <ol style="list-style-type: none"> a. Primary, secondary, and intermediate colors b. Advancing and receding colors c. Analogous colors d. Complementary colors e. Monochromatic colors
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	<ul style="list-style-type: none"> f. Neutral colors g. Warm and cool colors h. Tints, shades, and tones i. Value contrasts j. Intensity k. muddiness <p>2. Demonstrate how to safely use an assortment of painting tools and materials.</p> <p>3. Demonstrate color theory applications and the relationships between the various colors through color mixing.</p> <p>Possible Learning Activities</p> <ol style="list-style-type: none"> 1. Create a color wheel demonstrating knowledge of color theory. 2. Create a design chart or grid showing how to mix complementary colors, tints, and shades. 3. Mix one's own black. 4. Create a computer color design showing color theory applications. 5. Create a collage composition using color theory.
Assessment	<p>Teacher will provide individual and group feedback regarding skills, technique and craftsmanship.</p> <p>Written summative assessment.</p> <p>Group critique.</p>
Literacy Integration	<p>RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
Mathematics Integration	<p>MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p> <p>MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p>
Health & Phys Ed Integration	<p>2.1.12.D.1 - Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p>
Science Integration	<p>5.1.12.A.2 Develop and use mathematical, physical, and computational tools to build evidence-based models and to pose theories.</p> <p>5.1.12.B.2 Build, refine, and represent evidence-based models using mathematical, physical, and computational tools.</p> <p>5.1.12.C.1 Reflect on and revise understandings as new evidence emerges.</p> <p>5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.</p>
World Language Integration	<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p>
Technology Integration	<p>8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.</p>
21st Century Life & Careers	<p>9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12.B.2 Create and respond to a feedback loop when problem solving.</p> <p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>
<p>Unit/Skill: The Act of Painting</p>	

	60 days
<p>NJCCCS</p>	<p>1.1 The Creative Process-All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.2 History of the Arts and Culture-All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 Performance-All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. 1.4 Aesthetic Responses & Critique Methodologies-All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<p>NJCCCS CPI</p>	<p>1.1.12.D.1-Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. 1.2.12.A.1-Determine how dance, music, theatre, and visual art have influenced world cultures throughout history 1.3.12.D.1-Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 1.3.12.D.2-Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy methods, techniques, and cultural understanding. 1.3.12.D.4-Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. 1.3.12.D.5-Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work. 1.4.12.A.1-Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. 1.4.12.A.2-Speculate on the artist's intent, using discipline-specific arts technology and citing embedded clues to substantiate the hypothesis. 1.4.12.A.3-Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. 1.4.12.B.1-Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. 1.4.12.B.2-Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>
<p>Essential Questions</p>	<p>How understanding the elements and principles of design enable you to make strong design choices? How do different techniques, media, and processes affect self-expression? What makes painting different from other studio mediums? How can artists use traditional methods such as a variety of painting techniques to create works of art? Why must art materials be used in a safe and responsible manner? What is the importance of design and craftsmanship in a work of art? How can artists use texture effectively in a composition? What constitutes a quality painting? How may critique affect the creation and/or modification of an existing or new work of art?</p>
<p>Skills The Student Will...</p>	<p>1. Discuss and demonstrate how to paint in a variety of media and styles such as: a. Acrylics/oils b. Collage c. Inks d. Oil/chalk pastels e. Tempera f. Watercolor 2. Discuss and demonstrate safe and proper use of such tools as: a. Various brushes</p>

	<ul style="list-style-type: none"> b. Various mixing trays and palettes/palette paper c. Easel d. Canvas board e. Various papers f. Gesso g. Gloss, matt, and gel medium h. Canvas cloth i. Stretcher strips <p>3. Discuss and demonstrate techniques such as:</p> <ul style="list-style-type: none"> a. Scumbling b. Impasto c. Glazing d. Dry brush e. Wet into wet f. Line g. Masking out h. Blending i. Lifting color j. Graded color k. Spatter l. Wash <p>4. Discuss how to progress through the various stages of a painting</p> <ul style="list-style-type: none"> a. Thumbnails b. Roughs c. Underpainting d. Local Color e. Selected media completion <p>5. Demonstrate the following basic painting techniques in each selected media</p> <ul style="list-style-type: none"> a. Setting up a painting space b. Preparing the painting surface c. Preparing proper paints for specific method use d. Applying preliminary idea work to painting surface <p>6. Discuss the difference between realistic, abstract, and non-objective styles of art</p> <p>7. Discuss the concepts of</p> <ul style="list-style-type: none"> a. Foreground, middle ground, and background b. Atmospheric/aerial perspective c. Light <p>Possible Learning Activities</p> <ol style="list-style-type: none"> 1. Create paintings using a variety of media and approaches 2. Design and create an abstract painting using one of the following approaches: still life, landscape, figurative, fantasy. 3. Create a realistic acrylic painting using still life materials including patterned fabric, a shining object, and more objects to create a theme 4. Create a water color using at least five of the learned techniques 5. Create a mixed media piece to make a social, ethical, or moral statement.
<p>Assessment</p>	<p>Teacher will provide individual and group feedback regarding skills, technique and craftsmanship. Written summative assessment.</p>

	Group critique.
Literacy Integration	RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> . RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
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This listing is a partial glossary of Visual Art specific terms used in the Hillsborough Township Public Schools K-12 Visual Arts Curriculum. Items marked with an asterisk (*) indicate terms which are also included as Elements of Art and Principles of Design in the glossary of the New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

ELEMENTS OF DESIGN

LINE*	1. a connection of two points in space 2. an edge 3. one dimension, length
SHAPE*	1. a two dimensional object having length and width 2. any <i>flat</i> area with inside and outside spaces defined by an edge (circle, square, etc.)
FORM*	A three dimensional object having length and width and depth
TEXTURE*	The way something feels by actual touch or by sight
VALUE	The lightness to darkness of a color
SPACE*	The area around, above, below (negative space) and within an object (positive space)
COLOR* or HUE	The way an object appears when light is reflected off of it, or emitted by it
	Primary red, blue yellow
	Secondary orange, green violet
	Intermediate or Tertiary red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green
	Tint any color plus white
	Shade any color plus black
	Tone any color plus white and black
	Warm colors orange, red and yellow
	Cool colors green, violet and blue
	Intensity the brightness or dullness of a color
	Analogous colors next to each other on the color wheel
	Complementary colors opposite each other on the color wheel

PRINCIPLES OF DESIGN

BALANCE*	An equilibrium within the design area (deals with weight distribution); two kinds: 1. symmetry: formal balance; weight is equal side to side, items are similar or identical 2. asymmetry: informal balance; weight is equal side to side, but the items are not similar or identical
HARMONY	The similarities between the elements of design (i.e. harmony of line, harmony of shape, harmony of form, harmony of texture, harmony of value, harmony of space and harmony of color)
CONTRAST	The differences between the elements of design; helps to create visual interest (i.e. contrast of line, contrast of shape, contrast of form, contrast of texture, contrast of value, contrast of space and contrast of color)
DOMINANCE or EMPHASIS*	The most important element of design in the composition, that which your eye sees first, the center of interest (i.e. dominance of line, dominance of shape, dominance of form, dominance of texture, dominance of value, dominance of space, dominance of color)
MOVEMENT	Combining elements to cause the viewer's eye to travel over the work; the way the artist makes your eye sweep over the work in a certain manner (i.e. circular movement, triangular movement, etc.); after the dominant item, that which your eye sees second, third, fourth, etc.
GRADATION	Combining elements using a series of gradual changes in those elements (i.e. gradation of line, gradation of shape, gradation of form, gradation of texture, gradation of value, gradation of space, gradation of color)
RHYTHM*	Repeated elements that create a visual tempo or beat
PROPORTION*	The relationship of certain elements to the whole and to each other
UNITY*	Describes the total effect of a work of art through effective use of the elements and principles of design; refers to the look and feel of wholeness and oneness in a work of art made evident by the <i>balance of harmony and contrast</i> (an equal weight distribution of similarities and differences of the elements within the artwork)