

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Fine and Performing Arts Curriculum Guide

Course: Painting

Course Description

In this intermediate level visual arts course, students will learn various techniques in painting from observation using watercolor and acrylic paint. Students will also student alternative processes of painting, including mixed media and altered books. Through painting, students will explore various subjects and learn about painting styles throughout history. Foundations of Art is a pre-requisite for taking this course.

Standards for Artistic Practice

These practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

- ⇒ *Creating art with artistic intent.*
- ⇒ *Presenting, performing, or producing artistic works to evoke, express, or communicate.*
- ⇒ *Responding to art through intellect and emotion.*
- ⇒ *Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

Source: MA Arts Curriculum Framework 2019, page 20

Content Standards for a Proficient Visual Arts Course

Creating:

1. Consistently apply research to support development of artistic ideas.
2. Document a plan for an original large scale or multi-step art project.
3. Refine an artistic work that builds on previous work by incorporating new materials, constraints, genres, or styles.

Presenting:

4. Explain how specific techniques were used to evoke, express, or communicate in an artistic work or collection.
5. Contribute to an art show that explores a personally meaningful theme, idea, or concept.
6. Modify a two- or three-dimensional installation to align to one's artistic intent after listening to initial viewer comments.

Responding:

7. Use contextual and aesthetic information to construct interpretations of an artwork or collection of works.
8. Compare and contrast the artistic elements that make art unique.
9. Choose and defend criteria for evaluating artwork.

Connecting:

10. Describe how visual arts influences one's approach to other academic disciplines (e.g. how knowledge of changing art movements help contextualize history).
11. Explain the relationship between artworks and commercialization or propaganda (e.g. how Norman Rockwell's work, such as "Rosie the Riveter," supported the war effort in World War II).

Source: MA Arts Curriculum Framework 2019, page 65

Units	Essential Questions	Key Activities May Include...
<p>1. Color Theory</p>	<ul style="list-style-type: none"> • How do you mix colors using watercolor and acrylic paint? • What are monochromatic, analogous, complimentary, primary, and secondary colors? • What is the difference between a warm and cool color? • How do you decide what colors work together? • How can color used expressively? • How is color used in objective and non-objective art? 	<ul style="list-style-type: none"> • Color wheels • Monochromatic paintings • System paintings that explore different color combinations • Exploration of how artists use color in their own work
<p>2. Composition</p>	<ul style="list-style-type: none"> • What criteria does one use to determine a good composition vs. a bad composition? 	<ul style="list-style-type: none"> • Still life paintings (multiple small toy figures) • Food paintings based off of personal pictures taken by students • Landscape painting • Examination of compositions used in art history by various artists
<p>3. Methods and Materials</p>	<ul style="list-style-type: none"> • How can we use different media in one work of art? • What are the different ways we can prepare a painting? • What are the various ways we can use paint to create different visual effects? • How do we create value with color? 	<ul style="list-style-type: none"> • Canvas stretching • Grounds • Mixed-media work; experimentation with different media
<p>4. Art Movements</p>	<ul style="list-style-type: none"> • What are some of the major artistic movements that occurred in painting throughout art history? • How is each artistic movement unique? 	<ul style="list-style-type: none"> • Examination and discussion of Renaissance Art, Impressionism, Abstract Expressionism, Pop Art, and other movements

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Fine and Performing Arts Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Arts Curriculum Framework. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Standards for Artistic Practice

The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)."
- *MA Arts Curriculum Framework 2019*, p.20

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into learning and act as an umbrella to anchor the unit/lesson.

Key Activities

Key activities are examples of the instructional contexts and structures for learning that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.