

Painting & Color Theory

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Prerequisite: Art Foundations and Drawing/Design or Crafts

This course is intended for students who have a foundation in drawing skills and want to further explore color theory, composition and style through painting. In creating original works of art to cover a variety of topics and themes, students will utilize various painting mediums such as watercolor, acrylic painting, gouache painting and mixed media. Students will self-reflect and self-evaluate their work. Artworks are created for display inside the school and community. Artworks will be maintained through the use of a portfolio in both physical and digital format.

This course can be repeated for credit and at an advanced level and pace with recommendation of the visual arts teacher.

Graduation Standards

A | Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes

B | Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

C | Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

D | Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

E | Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and other disciplines, goal-setting, and interpersonal interaction.

Unit 1	Intro
Summary	Topics: color theory, techniques Formative: color theory workbook Summative: acrylic techniques
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1)
Unit 2	Vector
Summary	Topics: value scales, gradients, optical illusion Formatives: value scale gradient, Research Investigation 1 & 2 Summative: monochromatic vector illusion
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students evaluate all the features of composition. (MLR A2) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1)
Unit 3	Cubist Still Life

Summary	<p>Topics: cubism, tetradic color scheme, underpainting, still life</p> <p>Formatives: Tetradic color scheme, Underpainting planning, Investigation 3</p> <p>Summative: Cubist Still Life</p>
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students research and explain how art and artists reflect and influence culture and periods of time. (MLR A1) Students evaluate all the features of composition. (MLR A2) Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1) Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1)
Unit 4	Spirit Animal
Summary	<p>Topics: Fauvism, Macro, texture</p> <p>Formatives: Texture sampler, Planning, Investigation 4</p> <p>Summative: macro fauvist spirit animal</p>
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students research and explain how art and artists reflect and influence culture and periods of time. (MLR A1) Students evaluate all the features of composition. (MLR A2) Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1) Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1)
Unit 5	Portraits
Summary	<p>Topics: geometric planing, grid drawing, posterize, proportion, abstraction vs. realism</p> <p>Formatives: Practice geometric portrait, Planning, Investigation 5</p> <p>Summative: color block portrait</p>
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1) Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1)
Unit 6	Architecture
Summary	<p>Topics: watercolor, perspective review, implied line</p> <p>Formatives: Watercolor Techniques, Watercolor Value Scales, Planning, Investigation 6</p> <p>Summative: Watercolor Architectural Paintings</p>
Performance Indicators	<ul style="list-style-type: none"> Students evaluate all the features of composition. (MLR A2) Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3)

Assessed in Unit	<ul style="list-style-type: none"> Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1) Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1)
Unit 7	Collage
Summary	<p>Topics: composition, layering, contrast, texture</p> <p>Formatives: Magazine composition Planning, Investigation 7, 8</p> <p>Summative: Collage Masterpiece</p>
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students evaluate all the features of composition. (MLR A2) Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students create a body of original artwork. (MLR B3) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1) Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1)
Unit 9	Portfolio
Summary	<p>Students curate and finalize a digital portfolio of their body of work.</p> <p>Formative assessments will include photo journal entries, introductory photo challenges, photo editing tutorials and interactive critiques.</p> <p>Summative: Digital Portfolio</p>
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1)
<p style="text-align: center;"><u>Summative Assessments Retake</u></p> <ul style="list-style-type: none"> Students have the opportunity to retake summative assessments. The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student. The highest score a student can receive on a retake or late assessment is a 75. The score achieved on a retake will replace the current score (even if the score is lower). If a student is making up a test from an absence, that assessment will be graded up to 100. 	
<p style="text-align: center;"><u>Make-up Work</u></p> <p>Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.</p>	
<p style="text-align: center;"><u>Grading of Formative Assessments</u></p> <ul style="list-style-type: none"> Formative assessments will count as 30% of the grade. Formative assessments may be scored on either a 0-100 scale or a 0-4 scale. The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67. The method of scoring of formative assessments will be determined by assignment. 	