



Wethersfield Public Schools

WHS Curriculum: Painting

Grade(s)	9-12 — Prerequisite: Foundations
Unit Title and Purpose	Unit 1: Color Theory and Value In the visual arts, color theory is the body of practical guidance for color mixing and the visual effects of a specific color combination. Color theory is important because it's crucial to know how to mix a custom palette, how to match colors and the reasons why warm and cool shades can affect the mood of a piece. In order to unleash the power of color, you first have to start by understanding color theory, the color wheel, how to use complementary colors to create an impactful color scheme, and the psychological effects of those colors. Artists are able to create the illusion of light using different color and tonal values. Value defines how light or dark a given color or hue can be. It is widely considered to be one of the most important variables to the success of an artwork, even more so than your selection of color (hue). It does not matter the style or genre of the image, if the values are not correct it will look wrong.
Timeframe	6 weeks. Pacing depends on choice of material and size of artwork and individual students.
Vision of the Graduate	
Problem Solver: Students devise unique solutions to creative problems through experimentation, evaluation, and revision. Communicator: Students document visual reality to tell a story, create mood, and communicate feelings. Collaborator: Students use constructive criticism through critique to respond and support the development of each others' creative process. Students engage in collaborative discourse.	
Unit Priority Standards	
Visual Art Standards: Anchor Standard 1: Generate and conceptualize artistic ideas and work. • <i>Proficient:</i> VA:Cr1.1.HSI.a. Use multiple approaches to begin creative endeavors. • <i>Proficient:</i> VA:Cr1.2.HSI.a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design • <i>Accomplished:</i> VA:Cr1.1.HSII.a. Individually or collaboratively formulate new creative problems based on student's existing artwork. • <i>Accomplished:</i> VA:Cr1.2.HSII.a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Anchor Standard 2: Organize and develop artistic ideas and work. • <i>Proficient:</i> VA:Cr2.1.HSI.a. Engage in making a work of art or design without having a preconceived plan. • <i>Proficient:</i> VA:Cr2.2.HSI.a. Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. • <i>Accomplished:</i> VA:Cr2.1.HSII.a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. Anchor Standard 3: Refine and complete artistic work. • <i>Proficient:</i> VA:Cr3.1.HSI.a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. • <i>Accomplished:</i> VA:Cr3.1.HSII.a. Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. • <i>Advanced:</i> VA:Cr3.1.HSIII.a. Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. Anchor Standard 4: Analyze, interpret, and select artistic work for presentation. • <i>Proficient:</i> VA:Pr4.1.HSI.a. Analyze, select, and curate artifacts and/or artworks for presentation and preservation. • <i>Accomplished:</i> VA:Pr4.1.HSII.a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.	



Wethersfield Public Schools

WHS Curriculum: Painting

Anchor Standard: 5. Develop and refine artistic work for presentation.

- *Proficient: VA:Pr5.1.HSI.a.* Analyze and evaluate the reasons and ways an exhibition is presented.

Anchor Standard: 6. Convey meaning through the presentation of artistic work.

- *Accomplished: VA:Pr6.1.HSII.a.* Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Anchor Standard: 7. Perceive and analyze artistic work.

- *Proficient: VA:Re.7.1.HSI.a.* Hypothesize ways in which art influences perception and understanding of human experiences.
- *Proficient: VA:Re.7.2.HSI.a.* Analyze how one's understanding of the world is affected by experiencing visual imagery.
- *Accomplished: VA:Re.7.2.HSII.a.* Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- *Advanced: VA:Re.7.2.HSIII.a.* Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Anchor Standard: 8. Interpret intent and meaning in artistic work.

- *Proficient: VA:Re8.1.HSI.a.* Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- *Accomplished: VA:Re8.1.HSII.a.* Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Anchor Standard: 9. Apply criteria to evaluate artistic work.

- *Proficient: VA:Re9.1.HSI.a.* Establish relevant criteria in order to evaluate a work of art or collection of works.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- *Proficient: VA:Cn10.1.HSI.a.* Document the process of developing ideas from early stages to fully elaborated ideas.
- *Accomplished: VA:Cn10.1.HSII.a.* Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

Anchor Standard: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- *Proficient: VA:Cn11.1.HSI.a.* Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- *Accomplished: VA:Cn11.1.HSII.a.* Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Unit Supporting Standards

Literacy Standards:

CCSS.ELA-LITERACY.WHST.9-10.1. Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Math Standards:

CCSS.MATH.CONTENT.HSG.GMD.B.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

CCSS.MATH.CONTENT.HSG.MG.A.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).

CCSS.MATH.CONTENT.HSG.SRT.A.1. Verify experimentally the properties of dilations given by a center and a scale factor:

CCSS.MATH.CONTENT.HSG.CO.A.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.



Wethersfield Public Schools

WHS Curriculum: Painting

CCSS.MATH.CONTENT.HSG.CO.A.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

CCSS.MATH.CONTENT.HSG.CO.A.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Essential Questions

What mindsets, behaviors, and environments encourage creativity, innovation, and artistic risk-taking?
Why is it important to understand and follow safe and responsible practices when using art materials, tools, and equipment?
How do artists and designers evaluate and decide if their artistic choices are successful and effective?
How do artists and designers use visual elements and principles to communicate meaning or ideas in their work?
Why is persistence important in developing, refining, and completing an artwork?
How do artists use color and value to create mood, depth, emphasis, and meaning in their work?
How can understanding color theory, value contrast, and the color wheel help artists make thoughtful, creative decisions?
How does experimenting with color, layering, and value build skills, solve problems, and develop personal style?
How do artists across time, places, and cultures use color and value to express ideas, tell stories, or share experiences?

Performance Expectations: Skills

1. Engage in color mixing/blending techniques.
2. Apply media in proper technique (dependent on media)
3. Mix and apply a range of colors with control and purpose.
4. Use a range of tones to develop form and/or create depth in a composition.
5. Use color to balance and unite a composition.
6. Adjust and refine color and value relationships to strengthen composition and meaning.
7. Recognize and intentionally use color to create and visually communicate meaning (mood, emotion, themes, message, time, etc.) through graphic representation.
8. Understand and intentionally utilize color (color temperature, color families, intensity, saturation, schemes, etc.) to create or analyze an artwork.
9. Understand and apply color and value in relationship with the other Elements of Art (line, shape, space, form, texture).
10. Organize color, value, and the other Elements of Art using the Principles of Design (balance, rhythm, pattern, emphasis, contrast, unity and movement).
11. Solve new creative problems.
12. Plan and create original artwork.
13. Conduct research on a topic, idea, artist, etc. to support exploration of unfamiliar subjects through art-making.
14. Understand and utilize painterly mark making techniques to create an image.
15. Visually define/render positive and negative space
16. Use and care for artistic tools properly.

Performance Expectations: Essential Knowledge/Concepts

1. Color Theory (blending, mixing, color temperature, color families, properties, intensity, saturation, schemes, etc.)
2. Value Scale
3. Color Wheel
4. Psychology of color
5. Relationship between color and value in a composition
6. Safe and appropriate handling of painting materials, tools, and techniques.
7. Observational skills
8. Perspective
9. Processes/strategies for making choices/decisions to communicate ideas
10. Elements of Art (line, shape, space, value, color, form, texture)
11. Principles of Design (balance, rhythm, pattern, emphasis, contrast, unity and movement)
12. Documentation of artwork and creative process
13. Artistic freedom and responsibility
14. Ethical implications of making and distributing creative work
15. Processes and strategies to support imaginative thinking and creative problem solving



Wethersfield Public Schools

WHS Curriculum: Painting

17. Engage in traditional and contemporary artistic practices. 18. Create and visually communicate meaning through graphic representation. 19. Create a personally meaningful theme within an artwork. 20. Express artistic vision and style. 21. Photographically document artwork and creative process. 22. Self-reflect/evaluate through written and verbal means. 23. Use feedback to revise and refine artwork. 24. Engage in critique, offering constructive criticism. 25. Synthesize ideas and materials to create an artwork. 26. Perceive creative solutions to artistic problems. 27. Reflect on own art or the art of others using relevant criteria. 28. Hypothesize how an artwork may look depending upon actions taken during the creative process. 29. Use experimentation as part of the creative process. 30. Critique: Analyze, interpret, evaluate, and judge artwork using established criteria. 31. Choose and apply a variety of media and techniques 32. Develop dynamic compositions. 33. Revise and refine artistic work in relation to established criteria and personal artistic vision 34. Present artistic work. 35. Justify artistic decisions, and aesthetic and critical criticism using evidence from the artwork and/or established criteria. 36. Compare works and uses of art across cultural and historical contexts.	
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Preliminary Sketch: students create multiple sketches to practice observation/rendering skills and plan composition to use for final artwork. Color Theory Series: students learn and utilize a variety of color schemes to a series of original artworks. Abstracted Color: students utilize color schemes within an abstracted/non objective design. Creating Original Work using Color with Intention: students create an artwork and intentionally mix and blend colors to create color likeness or creative color palette. Value: students use the value scale/variety of tones in black and white and/or color (i.e. limited palette or selective color) to create the illusion of 3 D form, atmospheric perspective, etc. Response to Artwork: students observe works created by master/contemporary artists and respond critically and aesthetically via class discussion, small group discussion, and/or written commentary.	● surface (paper, canvas, cardboard, etc.) ● painting/mark making tools (pencils (graphite, charcoal, colored, watercolor, water soluble), paint (watercolor, acrylic, oil gouache, etc.), brushes, palette knife, marker, pastel (oil/chalk), charcoal, ink, etc.) ● mirrors ● objects, plants, etc. ● space to set up still life objects ● references to supplement 3D objects ● student generated references (student original photos)



Wethersfield Public Schools

WHS Curriculum: Painting

Documentation: students document their work and their creative process for self reflection and portfolio by photographing ideation, in-progress artwork, and completed artwork. (These should be good quality photos.)

Self Reflection: students observe their own work and reflect upon their piece while making a plan for revision.

Critique: students observe the work of others, reflect, respond on what they see and offer constructive criticism. Critique can be whole-class, small group, 1-1 peer, or teacher-student.



Wethersfield Public Schools

WHS Curriculum: Painting

Grade(s)	9-12 — Prerequisite: Foundations
Unit Title and Purpose	Unit 2: Composition Good composition in art is incredibly important. Composition in art is the arrangement of visual elements in an artwork. It's how the Elements of Art and Principles of Design are organized to give the artwork structure and create a unified and harmonious piece or coherent whole. A strong composition allows the artist to lead the viewer's eye through elements in the piece and convey their intent. Every artwork has a composition, regardless of subject matter. Composition is key to the success of a work of art in conveying its message and visually "hanging together." Good artists understand how to use compositional elements such as scale, proportion, color, shape, rule of thirds, etc. to create a story through a piece of artwork.
Timeframe	6 weeks. Pacing depends on choice of material and size of artwork and individual students.
Differentiation for Level	Observational painting instruction will be differentiated through scaffolded techniques, varied prompts, and flexible expectations to support all learners—providing structure for beginners, guidance for developing artists, and creative challenges for advanced students.
Vision of the Graduate	
Problem Solver: Students devise unique solutions to creative problems through experimentation, evaluation, and revision. Communicator: Students document visual reality to tell a story, create mood, and communicate feelings. Collaborator: Students use constructive criticism through critique to respond and support the development of each others' creative process. Students engage in collaborative discourse.	
Unit Priority Standards	
Visual Art Standards: Anchor Standard 1: Generate and conceptualize artistic ideas and work. • <i>Proficient: VA:Cr1.1.HSI.a.</i> Use multiple approaches to begin creative endeavors. • <i>Proficient: VA:Cr1.2.HSI.a.</i> Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design • <i>Accomplished: VA:Cr1.1.HSII.a.</i> Individually or collaboratively formulate new creative problems based on student's existing artwork. • <i>Accomplished: VA:Cr1.2.HSII.a.</i> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Anchor Standard 2: Organize and develop artistic ideas and work. • <i>Proficient: VA:Cr2.1.HSI.a.</i> Engage in making a work of art or design without having a preconceived plan. • <i>Proficient: VA:Cr2.2.HSI.a.</i> Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. • <i>Accomplished: VA:Cr2.1.HSII.a.</i> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. Anchor Standard 3: Refine and complete artistic work. • <i>Proficient: VA:Cr3.1.HSI.a.</i> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. • <i>Accomplished: VA:Cr3.1.HSII.a.</i> Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. • <i>Advanced: VA:Cr3.1.HSIII.a.</i> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. Anchor Standard 4: Analyze, interpret, and select artistic work for presentation. • <i>Proficient: VA:Pr4.1.HSI.a.</i> Analyze, select, and curate artifacts and/or artworks for presentation and preservation. • <i>Accomplished: VA:Pr4.1.HSII.a.</i> Analyze, select, and critique personal artwork for a collection or portfolio	



Wethersfield Public Schools

WHS Curriculum: Painting

presentation.

Anchor Standard: 5. Develop and refine artistic work for presentation.

- *Proficient: VA:Pr5.1.HSI.a.* Analyze and evaluate the reasons and ways an exhibition is presented.

Anchor Standard: 6. Convey meaning through the presentation of artistic work.

- *Accomplished: VA:Pr6.1.HSII.a.* Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Anchor Standard: 7. Perceive and analyze artistic work.

- *Proficient: VA:Re.7.1.HSI.a.* Hypothesize ways in which art influences perception and understanding of human experiences.
- *Proficient: VA:Re.7.2.HSI.a.* Analyze how one's understanding of the world is affected by experiencing visual imagery.
- *Accomplished: VA:Re.7.2.HSII.a.* Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- *Advanced: VA:Re.7.2.HSIII.a.* Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Anchor Standard: 8. Interpret intent and meaning in artistic work.

- *Proficient: VA:Re8.1.HSI.a.* Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- *Accomplished: VA:Re8.1.HSII.a.* Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Anchor Standard: 9. Apply criteria to evaluate artistic work.

- *Proficient: VA:Re9.1.HSI.a.* Establish relevant criteria in order to evaluate a work of art or collection of works.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- *Proficient: VA:Cn10.1.HSI.a.* Document the process of developing ideas from early stages to fully elaborated ideas.
- *Accomplished: VA:Cn10.1.HSII.a.* Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

Anchor Standard: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- *Proficient: VA:Cn11.1.HSI.a.* Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- *Accomplished: VA:Cn11.1.HSII.a.* Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Unit Supporting Standards

Literacy Standards:

CCSS.ELA-LITERACY.WHST.9-10.1. Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Math Standards:

CCSS.MATH.CONTENT.HSG.GMD.B.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

CCSS.MATH.CONTENT.HSG.MG.A.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).

CCSS.MATH.CONTENT.HSG.SRT.A.1. Verify experimentally the properties of dilations given by a center and a scale factor:



Wethersfield Public Schools

WHS Curriculum: Painting

CCSS.MATH.CONTENT.HSG.CO.A.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

CCSS.MATH.CONTENT.HSG.CO.A.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

CCSS.MATH.CONTENT.HSG.CO.A.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Essential Questions

- What mindsets, behaviors, and environments encourage creativity, innovation, and artistic risk-taking?
- Why is it important to understand and follow safe and responsible practices when using art materials, tools, and equipment?
- How do artists and designers evaluate and decide if their artistic choices are successful and effective?
- How do artists and designers use visual elements and principles to communicate meaning or ideas in their work?
- Why is persistence important in developing, refining, and completing an artwork?
- How do artists organize the elements and principles of art to create strong, balanced, and meaningful compositions?
- What decisions do artists make when arranging visual components to guide the viewer's eye and communicate a message or idea?
- How can experimenting with composition help artists develop creative solutions and refine their artistic voice?
- How do artists evaluate and revise their compositions to strengthen visual impact and meaning?
- How does understanding composition across different cultures, time periods, and styles influence an artist's own work?

Performance Expectations:

Skills

1. Apply strategies and techniques to create strong compositions.
2. Intentionally place elements to guide the viewer's eye.
3. Use compositional rules (rule of thirds, golden ratio, etc.)
4. Use color to achieve compositional balance, unity, and emphasis.
5. Create unity by organizing parts of an image into a cohesive whole.
6. Manage positive and negative space with attention to figure/ground relationships.
7. Establish clear focal points and visual hierarchy.
8. Create depth using overlap, scale, atmospheric perspective, and picture plane placement.
9. Apply perspective techniques to enhance mood, depth, and spatial illusion.
10. Experiment with cropping, point of view, and spatial organization.
11. Plan, evaluate, and revise compositions using sketches and reflection.
12. Intentionally use color properties (temperature, intensity, saturation, color families, and schemes) to influence the composition.

Essential Knowledge/Concepts

1. Compositional elements and rules (e.g., rule of thirds, golden ratio, framing, visual weight).
2. Perspective techniques (one-point, two-point, atmospheric) to create the illusion of space and depth.
3. Strategies and techniques for creating depth (overlapping, scale, placement, color and value contrast).
4. Elements of a cohesive and unified composition, including balance, rhythm, and visual harmony.
5. Figure/ground relationships and the interaction between subject and background.
6. Effective management of positive and negative space.
7. Relationships between the foreground, middle ground, and background (planes of the picture).
8. The use of focal points and visual pathways to guide the viewer's eye through the composition.
9. The importance of planning, sketching, and revising to strengthen compositional choices.
10. The impact of compositional choices on mood, storytelling, and visual clarity.

Knowledge/Concepts continued/extended from previous unit(s):



Wethersfield Public Schools

WHS Curriculum: Painting

Skills continued/extended from previous unit(s):

- | | |
|--|---|
| <ul style="list-style-type: none">13. Mix and apply a range of colors with control, purpose, and technique.14. Use color blending, layering, and mark-making techniques to create form, texture, and depth.15. Integrate color and value with the other Elements of Art (line, shape, space, form, texture).16. Apply a range of tones and values to develop the illusion of form and space.17. Adjust and refine color and value relationships to strengthen meaning and visual impact.18. Recognize and intentionally apply color to express mood, emotion, and narrative meaning.19. Organize the Elements of Art using the Principles of Design (balance, rhythm, contrast, unity, etc.).20. Plan and create original artwork that solves creative problems.21. Conduct research to explore unfamiliar topics, artists, or ideas in support of artistic work.22. Use traditional and contemporary painting techniques to create expressive imagery.23. Define and render positive and negative space intentionally.24. Use and care for tools and materials safely and responsibly.25. Create and visually communicate meaning through image-making and personal symbolism.26. Express a personal artistic voice, style, or theme.27. Photograph and document finished work and artistic process clearly and thoughtfully.28. Reflect on artwork using visual and written/verbal language.29. Revise and refine artwork based on peer, teacher, or self feedback.30. Participate in critique by giving and receiving constructive feedback.31. Analyze, interpret, and evaluate artworks using relevant criteria.32. Justify aesthetic and artistic decisions using visual evidence and reasoning.33. Compare and connect artworks across historical, cultural, and contemporary contexts.34. Present and display finished artwork effectively and with intent.35. Experiment with materials, ideas, and approaches throughout the creative process.36. Synthesize research, techniques, and personal ideas to create original artwork. | <ul style="list-style-type: none">11. Color Theory (blending, mixing, color temperature, color families, properties, intensity, saturation, schemes, etc.)12. Value Scale13. Color Wheel14. Psychology of color15. Relationship between color and value in a composition16. Safe and appropriate handling of painting materials, tools, and techniques.17. Observational skills18. Perspective19. Processes/strategies for making choices/decisions to communicate ideas20. Elements of Art (line, shape, space, value, color, form, texture)21. Principles of Design balance, rhythm, pattern, emphasis, contrast, unity and movement)22. Documentation of artwork and creative process23. Artistic freedom and responsibility24. Ethical implications of making and distributing creative work25. Processes and strategies to support imaginative thinking and creative problem solving |
|--|---|



Wethersfield Public Schools

WHS Curriculum: Painting

Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Preliminary Sketch: students create multiple sketches to practice observation/rendering skills and plan composition to use for final artwork. Perspective: students learn and apply perspective techniques, such as one and two point perspective. May include interior or exterior compositions. Unity: students combine a collection of curated ideas/references to create a cohesive/unified and unique composition. Discussion includes appropriation and copyright infringement. Depth: students learn to create real and imagined depth through a variety of methods. These may include layering and overlapping, scale and placement, linear perspective, relative color, hue, and value, and foreground, middleground, background. Balance: students learn to create visual balance in order to create a sense of stability and harmony in a composition and to move the viewer's eye throughout an image. Techniques may include layering and overlapping, scale and placement, linear perspective, relative color, contrast, rule of thirds, rule of odds, leading lines, isolation, symmetry, framing, etc.) Response to Artwork: students observe works created by master/contemporary artists and respond critically and aesthetically via class discussion, small group discussion, and/or written commentary. Documentation: students document their work and their creative process for self reflection and portfolio by photographing ideation, in-progress artwork, and completed artwork. (These should be good quality photos.) Self Reflection: students observe their own work and reflect upon their piece while making a plan for revision. Critique: students observe the work of others, reflect, respond on what they see and offer constructive criticism. Critique can be whole-class, small group, 1-1 peer, or teacher-student.	● surface (paper, canvas, cardboard, etc.) ● painting/mark making tools (pencils (graphite, charcoal, colored, watercolor, water soluble), paint (watercolor, acrylic, oil gouache, etc.), brushes, palette knife, marker, pastel (oil/chalk), charcoal, ink, etc.) ● mirrors ● objects, plants, etc. ● space to set up still life objects ● references to supplement real objects ● student generated references (student original photos)



Wethersfield Public Schools

WHS Curriculum: Painting

Grade(s)	9-12 — Prerequisite: Foundations
Unit Title and Purpose	Unit 3: Observation Learning to observe is foundational to an education in art and a skill that needs ongoing practice. Observation requires direct observation of a subject to represent an effective likeness of form, proportion, materials, space, and textures, and can communicate structural detail and function. Observation plays a big role in our cognitive development. A skill that is transferable to all disciplines, observation is vital no matter the path students take in school/career. It can help us learn to think creatively, critically, hone analytic skills, and conceptualize ideas. Observation is the strongest tool an artist can use when creating an artwork. When students learn how to “see” they can translate any 3-D form to a 2-D surface while maintaining spatial proportions. It fundamentally enables the visualization and development of perceptions, concepts, and ideas. Many medical schools take their students to museums to practice their observational skills so that they become better diagnosticians.
Timeframe	6 weeks. Pacing depends on choice of material and size of artwork and individual students.
Differentiation for Level	Observational painting instruction will be differentiated through scaffolded techniques, varied prompts, and flexible expectations to support all learners—providing structure for beginners, guidance for developing artists, and creative challenges for advanced students.
Vision of the Graduate	
Problem Solver: Students devise unique solutions to creative problems through experimentation, evaluation, and revision. Communicator: Students document visual reality to tell a story, create mood, and communicate feelings. Collaborator: Students use constructive criticism through critique to respond and support the development of each others’ creative process. Students engage in collaborative discourse.	
Unit Priority Standards	
Visual Art Standards: Anchor Standard 1: Generate and conceptualize artistic ideas and work. • <i>Proficient: VA:Cr1.1.HSI.a.</i> Use multiple approaches to begin creative endeavors. • <i>Proficient: VA:Cr1.2.HSI.a.</i> Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design • <i>Accomplished: VA:Cr1.1.HSII.a.</i> Individually or collaboratively formulate new creative problems based on student’s existing artwork. • <i>Accomplished: VA:Cr1.2.HSII.a.</i> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Anchor Standard 2: Organize and develop artistic ideas and work. • <i>Proficient: VA:Cr2.1.HSI.a.</i> Engage in making a work of art or design without having a preconceived plan. • <i>Proficient: VA:Cr2.2.HSI.a.</i> Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. • <i>Accomplished: VA:Cr2.1.HSII.a.</i> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. Anchor Standard 3: Refine and complete artistic work.	



Wethersfield Public Schools

WHS Curriculum: Painting

- **Proficient: VA:Cr3.1.HSI.a.** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **Accomplished: VA:Cr3.1.HSII.a.** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- **Advanced: VA:Cr3.1.HSIII.a.** Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Anchor Standard 4: Analyze, interpret, and select artistic work for presentation.

- **Proficient: VA:Pr4.1.HSI.a.** Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- **Accomplished: VA:Pr4.1.HSII.a.** Analyze, select, and critique personal artwork for a collection or portfolio presentation.

Anchor Standard 5: Develop and refine artistic work for presentation.

- **Proficient: VA:Pr5.1.HSI.a.** Analyze and evaluate the reasons and ways an exhibition is presented.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Accomplished: VA:Pr6.1.HSII.a.** Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

Anchor Standard 7: Perceive and analyze artistic work.

- **Proficient: VA:Re.7.1.HSI.a.** Hypothesize ways in which art influences perception and understanding of human experiences.
- **Proficient: VA:Re.7.2.HSI.a.** Analyze how one's understanding of the world is affected by experiencing visual imagery.
- **Accomplished: VA:Re.7.2.HSII.a.** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- **Advanced: VA:Re.7.2.HSIII.a.** Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Proficient: VA:Re8.1.HSI.a.** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- **Accomplished: VA:Re8.1.HSII.a.** Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Proficient: VA:Re9.1.HSI.a.** Establish relevant criteria in order to evaluate a work of art or collection of works.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Proficient: VA:Cn10.1.HSI.a.** Document the process of developing ideas from early stages to fully elaborated ideas.
- **Accomplished: VA:Cn10.1.HSII.a.** Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- **Proficient: VA:Cn11.1.HSI.a.** Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- **Accomplished: VA:Cn11.1.HSII.a.** Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Unit Supporting Standards

Literacy Standards:

CCSS.ELA-LITERACY.WHST.9-10.1. Write arguments focused on *discipline-specific content*.



Wethersfield Public Schools

WHS Curriculum: Painting

CCSS.ELA-LITERACY.W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Math Standards:

CCSS.MATH.CONTENT.HSG.GMD.B.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

CCSS.MATH.CONTENT.HSG.MG.A.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).

CCSS.MATH.CONTENT.HSG.SRT.A.1. Verify experimentally the properties of dilations given by a center and a scale factor:

CCSS.MATH.CONTENT.HSG.CO.A.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

CCSS.MATH.CONTENT.HSG.CO.A.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

CCSS.MATH.CONTENT.HSG.CO.A.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Essential Questions

What mindsets, behaviors, and environments encourage creativity, innovation, and artistic risk-taking?

Why is it important to understand and follow safe and responsible practices when using art materials, tools, and equipment?

How do artists and designers evaluate and decide if their artistic choices are successful and effective?

How do artists and designers use visual elements and principles to communicate meaning or ideas in their work?

Why is persistence important in developing, refining, and completing an artwork?

What can we discover by slowing down and observing the world around us?

How might observation influence the way we see, think about, and interpret visual information?

In what ways do light, shadow, color, and proportion shape our understanding of what we see?

How can observational painting help artists grow their technical skills and artistic voice?

What challenges and possibilities arise when translating three-dimensional forms onto a two-dimensional surface?

How do artists balance accuracy with interpretation when working from observation?

Performance Expectations:

Skills

1. Observe objects, spaces, and light sources with attention to detail and proportion.
2. Translate three-dimensional forms onto a two-dimensional surface accurately and render the illusion of 3 dimensions.
3. Apply value and color to create the illusion of light, shadow, and depth.
4. Use perspective techniques to represent space and spatial relationships.
5. Select appropriate tools, materials, and techniques for observational painting.

Essential Knowledge/Concepts

1. Observation of proportion, spatial relationships, and detail to accurately represent subject matter.
2. Form representation using value (light and shadow) to create the illusion of three-dimensional space on a two-dimensional surface.
3. Line techniques such as contour, shaded contour, and cross-contour to define shape and structure.
4. Form representation using value to create the illusion of three-dimensional form on a two-dimensional surface.
5. Gestural mark-making to capture movement, volume,



Wethersfield Public Schools

WHS Curriculum: Painting

6. Mix and apply color with control to match observed hues, values, and tones.
7. Control brushwork and application to show form, texture, and surface qualities.
8. Refine compositions through planning, thumbnail sketches, and revision.
9. Plan and create original compositions using observational strategies.
10. Understand and utilize mark making techniques to create an image.
11. Use multiple approaches to begin creative endeavors
12. Organize and develop artistic ideas and work

Skills continued/extended from previous unit(s):

13. Perceive and plan original solutions to artistic problems.
14. Use experimentation as part of the creative process.
15. Hypothesize outcomes based on artistic choices.
16. Conduct research to inform subject matter, technique, or concept.
17. Synthesize ideas and materials to create meaningful artwork.
18. Apply strategies and techniques to create strong compositions. (rule of thirds, golden ratio, etc.).
19. Intentionally place elements to guide the viewer's eye.
20. Establish clear focal points and visual hierarchy.
21. Manage positive and negative space, considering figure/ground relationships.
22. Create depth using overlap, scale, perspective, and picture plane placement.
23. Experiment with cropping, point of view, and spatial organization.
24. Develop dynamic compositions through planning and revision.
25. Apply media using appropriate techniques and care.
26. Mix and apply color with control and purpose.
27. Use tonal range and value to develop form and depth.
28. Understand and use painterly mark-making techniques.
29. Visually render positive and negative space.
30. Choose and apply a variety of media and techniques appropriately.
31. Use and care for tools and materials responsibly.
32. Use color and value to support balance, unity, and emphasis.
33. Adjust and refine color and value relationships for visual impact.

and directional flow.

6. Perspective including one-point, two-point, and atmospheric perspective to create depth and spatial relationships.
7. Positive and negative space awareness to define objects and their surroundings.

Knowledge/Concepts continued/extended from previous unit(s):

8. Organization of artistic ideas and work through planning, exploration, and revision.
9. Decision-making processes for selecting compositions, materials, and techniques that support artistic intent.
10. Artistic investigations shaped using contemporary or traditional practices.
11. Collaborative proposals that transform perception through shared artistic inquiry.
12. Creative problem solving through experimentation, revision, and imaginative thinking.
13. Approaches for beginning creative work using observation and exploration.
14. Artistic intention that balances observational accuracy with expressive or conceptual goals.
15. Documentation of the creative process through sketches, notes, photographs, and written reflection.
16. Development of ideas from early stages to fully realized works.
17. Artistic responsibility in developing a personal voice while considering audience and context.
18. Cultural awareness of how knowledge of history, tradition, and context influences personal artistic responses.
19. Ethical considerations in creating, using, and distributing original and observed content.
20. Color theory including blending, mixing, temperature, properties, saturation, and color schemes.
21. Value scale understanding to apply light and shadow effectively.
22. Color wheel knowledge to inform color relationships and harmony.
23. Psychology of color as a tool for communicating mood, emotion, and meaning.
24. Color and value relationships to build form, depth, contrast, and unity.
25. Material handling that is safe, appropriate, and responsible for painting processes.
26. Observational skills for accurately representing



Wethersfield Public Schools

WHS Curriculum: Painting

34. Recognize and apply color to express mood, emotion, and meaning. 35. Understand and use color properties (temperature, saturation, schemes, etc.). 36. Integrate color and value with other Elements of Art. 37. Organize Elements of Art using Principles of Design. 38. Self-reflect and evaluate work through written and verbal means. 39. Use peer/teacher feedback to revise artwork. 40. Engage in constructive critique and offer relevant feedback. 41. Analyze, interpret, and evaluate artworks using established criteria. 42. Justify artistic decisions with evidence and visual support. 43. Reflect on own and work of others within cultural and historical contexts. 44. Present finished art in a thoughtful and professional way. 45. Express a personal artistic vision and style. 46. Document artwork and creative process through photography and/or written explanation. 47. Create and visually communicate meaning through artistic choices.	proportion, space, light, and detail. 27. Perspective techniques to create the illusion of depth and spatial relationships. 28. Compositional strategies for making purposeful artistic choices. 29. Elements of Art (line, shape, space, value, color, form, texture) as tools for observational analysis and creation. 30. Principles of Design (balance, rhythm, pattern, emphasis, contrast, unity, movement) to structure and enhance compositions.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Preliminary Sketch: students create multiple sketches to practice observation/rendering skills and plan composition to use for final artwork. Perspective: students learn and apply perspective techniques, such as one and two point perspective. May include interior or exterior compositions. Still Life: students observe a single or collection of 3D objects rendering them on a 2D surface. Close observation of form and lighting as students create artwork with proper likeness and proportion, and that demonstrates understanding of composition, form, and value. Interior/ Exterior Spaces: students observe an interior or exterior space and render it on a surface. Close observation of form, space, perspective, and lighting as students create artwork with proper likeness and proportion, and that demonstrates understanding of composition, form, and value. Contour: students observe their subject rendering it/ them using a continuous line while focusing on brain hand connection. Techniques may include contour line, shaded contour, and/or cross contour.	• surface (paper, canvas, cardboard, etc.) • painting/mark making tools (pencils (graphite, charcoal, colored, watercolor, water soluble), paint (watercolor, acrylic, oil gouache, etc.), brushes, palette knife, marker, pastel (oil/chalk), charcoal, ink, etc.) • mirrors • objects, plants, etc. • space to set up still life objects • references to supplement real objects • student generated references (student original photos)



Wethersfield Public Schools

WHS Curriculum: Painting

Gesture: students observe their subject and use gestural marks to capture movement, angles, volume, and form.

Self Portrait: students observe the forms, light, shapes and space in their reflected image to create a drawn composition with proper likeness and proportion.

Response to Artwork: students observe works created by master/contemporary artists and respond critically and aesthetically via class discussion, small group discussion, and/or written commentary.

Documentation: students will document their work and their creative process for self reflection and portfolio by photographing ideation, in-progress artwork, and completed artwork. (These should be good quality photos.)

Self Reflection: students observe their own work and reflect upon their piece while making a plan for revision.

Critique: students observe the work of others, reflect, respond on what they see and offer constructive criticism. Critique can be whole-class, small group, 1-1 peer, or teacher-student.