

UMSL Art Education Unit Template
UNIT OVERVIEW
Teacher Name: Michael Plurad
Subject: Art I
Grade Level: 9th
Unit Title: Color and Light
Enduring Concept/ Big Idea: Reality, Observation, Light
Essential Question(s): What is 'realism'? How can you make a painting seem real? How does light affect color?
Unit Rationale: 'Realism' was an art movement characterized by subjects painted from everyday life in a naturalistic almost photographic way; Observe your surroundings- add less detail and cooler tones to the background, mix a little bit of a base color in every other color you use, all colors having a common shade will allow them to harmonize better; As you increase the amount of light, so does the value and hue intensity, less light will cause colors to darken and appear less intense
Unit Cross-Curricular and Interdisciplinary Connections: Art History- Having students focus on and research on a single artist that was considered a 'realist' painter (Western Art, Renaissance- 19th century)
Number and Titles of Projects in Unit: Painting From Life- Still Life, The Golden Ratio, The Old Masters
Summative/ Post-Assessment: Painting from Still Life <i>Focus:</i> Observation, natural lighting, and accurate color mixing. <i>Goal:</i> Capture realistic light, shadow, and form using controlled brushwork. The Golden Ratio Composition <i>Focus:</i> Visual balance and mathematical harmony in design. <i>Goal:</i> Plan and paint a composition that uses the Golden Ratio to lead the viewer's eye and create unity. Like the Old Masters: <i>Focus:</i> Layering, glazing, underpainting and classical realism. <i>Goal:</i> Recreate a section of a masterwork or produce an original piece inspired by an Old Master's technique and palette. Assessment Summary: Most students demonstrated strong growth in color theory application, composition planning, and classical technique. Students learned to observe how light shapes form and to use value and hue intentionally. The Golden Ratio project helped bridge mathematical and visual reasoning, while the Old Masters study deepened understanding of art history and scaffolded techniques. SEE RUBRIC BELOW

PROJECT OVERVIEW
Project Title: Color Theory Blending and Sunsets
Project Objectives:

The student will be able to...

- Identify unique focal points within the still life, therefore within their work
- Accurately translate observed forms, values, textures and colors onto a canvas
- Use acrylic paints correctly

National Core Arts Standard(s):VA: Cr1.1.Ia Use multiple approaches to begin creative endeavors

Missouri Learning Standard(s): VA: Cr18.I Shape an artistic investigation of an aspect of present day life using contemporary practice of art or design

DOK Level:9-10

Pre-Assessment:

1.Observation and Composition

Directions: Respond in short answers or sketches.

1. What is still life in art?
2. When you look at a still-life arrangement, what helps you decide what the focal point should be?
3. Sketch a quick thumbnail of how you might arrange three objects in a still life composition.
(Focus on placement, balance, and focal point.) *(Drawing space provided below.)*

2. Color & Value Awareness

Directions:Answer and complete the short tasks.

1. What is the difference between value and color?
2. Using your pencil, create a quick value scale (light to dark) in 5 steps.
(Draw boxes or a gradient strip.)
3. How do artists mix tints and shades with acrylic paint?
4. What might happen if you overmix your colors when painting?

3. Painting Skills Check

Directions: Circle the statements that are true for you right now.

Statement	Yes	Somewhat	Not Yet
I have used acrylic paints before			
I know how to clean and care for brushes			
I can mix secondary and tertiary colors			
I can identify where light and shadow fall on an object			
I feel confident showing realistic form using paint			

4. Vocabulary and Concept Check

Directions: Match the vocabulary word to its definition

Word	Definition
A.Still Life	☐ The lightness or darkness of a color
B.Focal Point	☐ An arrangement of objects painted or drawn from
C.Value	☐ The way a surface feels or appears to feel
D.Texture	☐ A 3D shape with height, width and depth
E.Form	☐ The area that draws the viewer's attention first

Teach Quick Reference Summary (Pre-Assessment Summary):

Skill Area	Strong	Developing	Needs Support
Understands still-life and composition			
Identification of Focal Point			
Observation and Proportional Accuracy			
Value and color theory knowledge			
Acrylic paint technique familiarity			
Art vocabulary knowledge			

Formative Assessment:-Students will be monitored in the process of painting their still life paintings in order to make corrections in real-time -Students will use the following checklist during duration of project: 1. Plan Your Painting ☐ I have observed my objects carefully before starting. ☐ I know where each object will go in my composition. ☐ I have made a sketch or draft of my still life. 2. Shapes, Proportions and Perspective ☐ I paid attention to size and shape of each object. ☐ The objects look balanced and in the right position. ☐ I adjusted perspective so objects look realistic. 3. Colors & Value ☐ I mixed colors to match the real objects. ☐ I used light and shadow to show depth. ☐ I blended colors smoothly where needed. 4. Painting Technique ☐ I used brushstrokes that match the surface or texture. ☐ I tried at least one new technique or effect. ☐ I cleaned up mistakes or made revisions as I worked. 5. Reflection What part of my painting am I most proud of? _____ Which part is challenging and needs improvement? _____ How could I make my painting even better next time? _____ Teacher/ Peer Feedback: _____
Post-Assessment: -Focal points is present within painting Y(1)/N(0) -Accurately paint observed forms Y(1)/N(0) -Accurately paint observed values Y(1)/N(0) -Accurately paint observed textures Y(1)/N(0) -Accurately paint observed colors Y(1)/N(0) -Used materials responsibly Y(1)/N(0)
Number of Days in Project:7
Project Vocabulary: Still-Life, Acrylic Paints, Focal Point, Forms, Values, Textures, Colors
Artist(s) or Artwork(s) Being Covered:Laurin McCracken, Caravaggio, Pieter Claesz

DAILY LESSON PLAN
Project Title: Painting From Life-Still Life
Day: 1 of 5
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials: Acrylic Paints, Paintbrushes, Canvas, Easel, Art Apron

Other Resource Requirements:none
Health or Safety Concerns: Acrylic paints are hazardous if swallowed or making eye contact, should be washed out immediately
Differentiation for Students Who Need Additional Supports: List of brushes and their different uses are available to all students
Differentiation for Students Who Excel: Students may experiment with brushes more freely, working with palette combining and creating hues for future painting
Bellringer: 0-5 Minutes: Students enter classroom, put Chromebooks/bookbags in back of class, retrieve personal paints, canvas, brush cleaning materials from personal storage areas
Motivational Activity/Strategy:5-10 Minutes: teacher will open discussion about 'realism', asking students for their opinions on the word and what it means to them
Learning Activities:10-20 Minutes: Teacher will introduce still lifes of various artists (including Laurin McCracken, Caravaggio, Pieter Claesz) and have students make observations and discuss what different elements of the painting make it seem 'real' 20-25 Minutes: Teacher will then ask students what is the 'focal point' in each painting, what is the key point of interest that stands out the the student 25-30 Minutes: Students will choose a seat from where to observe a large scale still life set up in the classroom, they will pick an area from which a key point of interest can be seen 30-45 Minutes: Teacher will demonstrate the various types of brushes available and the marks they make, focus on how they can be applied to create texture, students may follow along and experiment on small area of canvas Teacher Demo: 
Cleanup Procedures: 45-55 Minutes: Timer will go off, students will wash off brushes at sink, clean off palettes, empty wells, return materials to personal storage areas, retrieve Chromebooks/bookbags and remain seated until bell rings
Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in bookbag/personal storage area to work on at a later time

DAILY LESSON PLAN
Project Title: Painting From Life-Still Life
Day: 2 of 5
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials:Acrylic Paints, Paintbrushes, Canvas, Easel, Art Apron
Other Resource Requirements:none
Health or Safety Concerns:Acrylic paints are hazardous if swallowed or making eye contact, should be washed out immediately
Differentiation for Students Who Need Additional Supports:List of brushes and their different uses are available to all students
Differentiation for Students Who Excel:Students may wish to use different palettes, possibly complimentary colors in place of observable color palette
Bellringer:0-5 Minutes: Students enter classroom, put Chromebooks/bookbags in back of class, retrieve personal paints, canvas, brush cleaning materials from personal storage areas
Motivational Activity/Strategy:5-10 Minutes: Students may request music to listen to if school appropriate
Learning Activities:10-15 Minutes: Teacher will review terms discussed last class (realism, focal point) and why they are important to a painting, introduce new term lighting and how it affects color and changes the mood of a painting 15-45 Minutes: Students will use this time to begin their paintings, using the different brushes to accurately apply color, values and texture while the teacher monitors the classroom, providing one-on-one instruction
Cleanup Procedures: 45-55 Minutes: Timer will go off, students will wash off brushes at sink, clean off palettes, empty wells, return materials to personal storage areas, retrieve Chromebooks/bookbags and remain seated until bell rings
Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in bookbag/personal storage area to work on at a later time

DAILY LESSON PLAN
Project Title: Painting From Life-Still Life
Day: 3-5 of 5
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials:Acrylic Paints, Paintbrushes, Canvas, Easel, Art Apron
Other Resource Requirements:none
Health or Safety Concerns:Acrylic paints are hazardous if swallowed or making eye contact, should be washed out immediately

Differentiation for Students Who Need Additional Supports: List of brushes and their different uses are available to all students
Differentiation for Students Who Excel: Students may wish to use different palettes, possibly complimentary colors in place of observable color palette
Bellringer: 0-5 Minutes: Students enter classroom, put Chromebooks/bookbags in back of class, retrieve personal paints, canvas, brush cleaning materials from personal storage areas
Motivational Activity/Strategy: 5-10 Minutes: Students may request music to listen to if school appropriate
Learning Activities: 10-45 Minutes: Students will use this time to continue their paintings, using the different brushes to accurately apply color, values and texture while the teacher monitors the classroom, providing one-on-one instruction
Cleanup Procedures: 45-55 Minutes: Timer will go off, students will wash off brushes at sink, clean off palettes, empty wells, return materials to personal storage areas, retrieve Chromebooks/bookbags and remain seated until bell rings
Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in bookbag/personal storage area to work on at a later time

PROJECT OVERVIEW
Project Title: The Golden Ratio
Project Objectives: The student will be able to... -Define and identify the Golden Ratio in art examples -Identify the Golden Ratio within their own work -Reflect on how math and art intersect -Use oil paints correctly
National Core Arts Standard(s): VA:Cr1.2.HSI: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. VA:Re7.2.HSI: Analyze how one's understanding of the world is affected by experiencing visual imagery. VA:Cr2.1.HSI: Engage in making a work of art or design without having a preconceived plan.
Missouri Learning Standard(s):
DOK Level: 9-10
Pre-Assessment: 1. Prior Knowledge Check Directions: Answer each question in a few sentences 1. What do you think the Golden Ratio is?

2. Where have you seen the Golden Ratio used before (in art, nature, architecture, or design)?
3. Why do you think artists might use mathematical ratios in their compositions?

2. Identify the Golden Ratio

Directions: Look at the provided examples of artworks (*The Birth of Venus*, *The Last Supper*, *The Sacrament of the Last Supper*). Circle or label where you think the Golden Ratio spiral or rectangle could appear in each image.

Teacher Notes: Observe whether students can visually locate balance, focal points, or proportional harmony.

3. Composition Planning Exercise

Directions: On the grid below (or on a separate sketch page), design a simple composition using the Golden Ratio as a guide.

You can create a spiral, rectangle layout, or grid composition for: landscape, portrait, abstract design

Focus on: placement of focal point, balance of forms, flow of visual movement

4. Vocabulary and Concept Check

Directions: Match the vocabulary word to its definition

Word	Definition
A. Golden Ratio	☐ The arrangement of visual elements within an artwork
B. Golden Rectangle	☐ The feeling of stability or harmony in a design
C. Focal Point	☐ A mathematical ratio found in art that creates balanced proportions
D. Composition	☐ A rectangle whose sides are in Golden Ratio proportion
E. Balance	☐ The main area that draws the viewer's attention first

5. Self-Reflection and Readiness

Directions: Circle the statements that are true for you right now.

Statement	Yes	Somewhat	Not Yet
I have heard of the Golden Ratio before			
I have used mathematical proportions in art			
I feel confident designing a balanced layout			
I understand how focal points guide the eye			
I have used oil paints before			

Teach Quick Reference Summary (Pre-Assessment Summary):

Skill Area	Strong	Developing	Needs Support
Understands Golden Ratio concept			
Ability to locate ratio in artworks			
Composition and spatial balance			
Connection between math and art			
Vocabulary Knowledge			
Oil painting technique familiarity			

Formative Assessment:-Students will be monitored in the process of painting their landscape paintings in order to make corrections in real-time

-Students will use the following checklist during duration of project:

1. Plan Your Composition

- ☐ I have a sketch or draft of my painting.
- ☐ I know where my focal point will be.
- ☐ I have planned how to use the Golden Ratio in my layout (spiral, grid, or rectangles).

2. Shapes, Proportions and Balance ☐ I checked that the sizes and placement of objects follow the Golden Ratio. ☐ The composition feels balanced and visually interesting. ☐ I made adjustments to improve spacing and alignment. 3. Colors & Value ☐ I chose colors that work well together. ☐ I used light and shadow to create depth and dimension. ☐ I blended or layered colors to enhance the painting. 4. Painting Technique ☐ My brushwork shows control and intention. ☐ I tried at least one new technique or texture. ☐ I revised areas that needed improvement as I painted. 5. Reflection How did I use the Golden Ratio in my painting? _____ What part of my painting am I most proud of? _____ Which area could I improve or adjust? _____ Teacher/ Peer Feedback: _____
Post-Assessment: -Golden Ration is present within finished painting Y(1)/N(0) -Work is creative and original Y(1)/N(0) -Student actively participated in critique and reflection Y(1)/N(0) -Used materials responsibly Y(1)/N(0)
Number of Days in Project: 5
Project Vocabulary: Golden Ratio, Golden Rectangle
Artist(s) or Artwork(s) Being Covered: (DaVinci, Botticelli, Salvador Dali)

DAILY LESSON PLAN
Project Title:The Golden Ratio
Day: 1 of 5
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials:Tracing Paper, Rulers, Compasses, Pencils, Acrylic Paints, Paintbrushes, Canvas, Easel, Art Apron
Other Resource Requirements:None
Health or Safety Concerns:Acrylic paints are hazardous if swallowed or making eye contact, should be washed out immediately
Differentiation for Students Who Need Additional Supports: Golden Ratio templates and provided themes (plants, animals, etc.) and exmaples that fit into a spiral
Differentiation for Students Who Excel: Ask students to create layered composition-painting containing two or more intersecting Golden Ratio spirals or rectangles
Bellringer:0-5 Minutes: Students enter classroom, put Chromebooks/bookbags in back of class, retrieve personal paints, canvas, brush cleaning materials from personal storage areas

Motivational Activity/Strategy:5-10 Minutes: Teacher will show side-by-side images (seashell, sunflower)

Question:

-What do these images have in common?

Introduce 'Golden Ratio' (1:1.618) and its spiral form

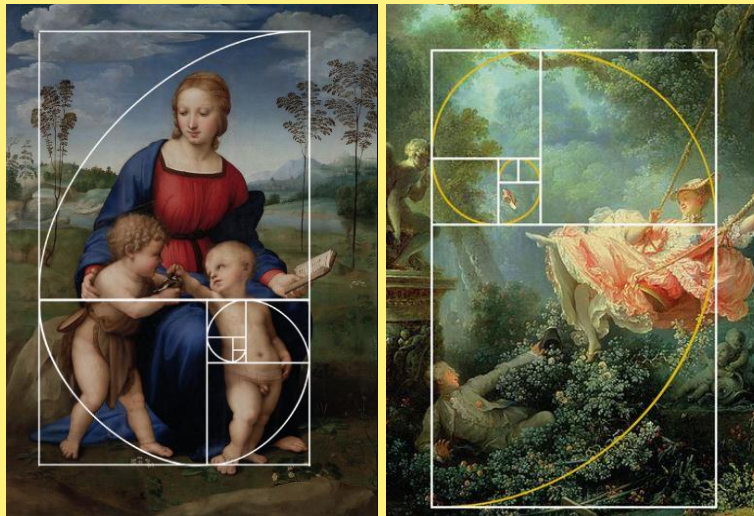
Learning Activities: 10-20 Minutes: Teacher will begin discussion of how Golden Ratio is found not just in art but nature; review numerous examples (work by Da Vinci, Botticelli and Dali) that contain the spiral

Question:

-Why might artists use this proportion?

20-45 Minutes:Teacher will lead demo on how to draw the Golden Rectangle with rulers and compasses, students will follow along and trace over print outs of several paintings containing Golden Ratio

Teacher Demo:



Cleanup Procedures: 45-55 Minutes: Timer will go off, students will wash off brushes at sink, clean off palettes, empty wells, return materials to personal storage areas, retrieve Chromebooks/bookbags and remain seated until bell rings

Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in bookbag/personal storage area to work on at a later time

Project Title:The Golden Ratio

Day: 2-4 of 5

Technology Requirements:Clear Touch, Document Camera

Art Supply Materials:Tracing Paper, Rulers, Compasses, Pencils, Acrylic Paints, Paintbrushes, Canvas, Easel, Art Apron

Other Resource Requirements:None

Health or Safety Concerns:Acrylic paints are hazardous if swallowed or making eye contact, should be washed out immediately
Differentiation for Students Who Need Additional Supports: Golden Ratio templates and provided themes (plants, animals, etc.) and examples that fit into a spiral
Differentiation for Students Who Excel:Ask students to create layered composition-painting containing two or more intersecting Golden Ratio spirals or rectangles
Bellringer:0-5 Minutes: Students enter classroom, put Chromebooks/bookbags in back of class, retrieve personal paints, canvas, brush cleaning materials from personal storage areas
Motivational Activity/Strategy:5-10 Minutes: Students may request music to listen to if school appropriate
Learning Activities: 10-20 Minutes: Teacher will begin demo of painting, having an overlay of Golden Ratio to refer back to Teacher Demo:

20-45 Minutes:Student will begin paintings, while teacher monitors classroom and begins one-on-one instruction
Cleanup Procedures: 45-55 Minutes: Timer will go off, students will wash off brushes at sink, clean off palettes, empty wells, return materials to personal storage areas, retrieve Chromebooks/bookbags and remain seated until bell rings
Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in bookbag/personal storage area to work on at a later time

Day: 5 of 5
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials:Tracing Paper, Rulers, Compasses, Pencils, Acrylic Paints, Paintbrushes, Canvas, Easel, Art Apron
Other Resource Requirements:None
Health or Safety Concerns:Acrylic paints are hazardous if swallowed or making eye contact, should be washed out immediately
Differentiation for Students Who Need Additional Supports: Golden Ratio templates and provided themes (plants, animals, etc.) and examples that fit into a spiral

Differentiation for Students Who Excel: Ask students to create layered composition-painting containing two or more intersecting Golden Ratio spirals or rectangles
Bellringer: 0-5 Minutes: Students enter classroom, put Chromebooks/bookbags in back of class, retrieve personal paints, canvas, brush cleaning materials from personal storage areas
Motivational Activity/Strategy: 5-10 Minutes: Students may request music to listen to if school appropriate
Learning Activities: 10-25 Minutes: Student will finish paintings and teacher will continue one-one-one instruction 25-45 minutes: Student will display work, walk around silently to observe peers' use of golden ratio Questions: -Where is the focal point? -How did the Golden Ratio help make your decision? -Do you think rules like this limit or expand creativity?
Cleanup Procedures: 45-55 Minutes: Timer will go off, students will wash off brushes at sink, clean off palettes, empty wells, return materials to personal storage areas, retrieve Chromebooks/bookbags and remain seated until bell rings
Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in bookbag/personal storage area to work on at a later time

PROJECT OVERVIEW
Project Title: Like The Old Masters
Project Objectives: The student will be able to... -Understand the properties of oil painting: texture, blending, layering) -Demonstrate basic oil-painting techniques: underpainting, blending, glazing -Reflect on their artistic choices and identify areas of improvement -Use and apply oil paints correctly
National Core Arts Standard(s): VA: Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form VA: Cr1.1.Ia Use multiple approaches to begin creative endeavors
Missouri Learning Standard(s):
DOK Level: 9-10
Pre-Assessment: 1. Written/Visual Knowledge Check ☐ I can name at least two traditional oil-painting techniques (e.g., glazing, impasto, scumbling).

☐ I can identify at least one Old Master artist and describe what makes their work distinctive. ☐ I can describe how light, shadow, and layering affect realism in a painting. ☐ I can explain what “underpainting” means and its purpose in classical painting. 2. Hands-on Skill Observation ☐ I created a quick monochromatic oil study to show blending and layering. ☐ I practiced creating smooth transitions between light and dark values. ☐ I experimented with one technique (underpainting, glazing, or impasto). ☐ I used materials safely and responsibly. Teacher Observation Focus: -Understanding of layering, blending, and value relationships -Comfort with oil painting -Awareness of classical painting techniques 3. Student Reflection What oil-painting techniques have I already tried or seen before? Which parts of oil painting do I feel most confident about? What would I like to learn or improve during this project?
Formative Assessment:-Students will be monitored in the process of painting their still life paintings in order to make corrections in real-time -Students will use the following checklist during duration of project: 1. Plan Your Composition ☐ I have a sketch or underpainting ready. ☐ I know the subject, composition, and focal point of my painting. ☐ I have planned how to layer colors and use light and shadow. 2. Use of Techniques ☐ I am trying the technique _____. ☐ I am experimenting with brushwork and textures. ☐ I make adjustments as I paint to improve accuracy and depth. 3. Colors & Value ☐ I mix colors carefully to match realistic tones or desired effect. ☐ I use light and shadow to create depth. ☐ I adjust values to make my painting visually strong. 4. Observation & Accuracy ☐ I observe my subject carefully for proportion, detail, and perspective. ☐ I revise areas that look off or need improvement. ☐ I compare my painting to my reference and check for accuracy. 5. Reflection What part of my technique am I most proud of? _____ What part of my painting shows the best use of light, shadow, or color? _____ What would I improve or try differently next time? _____ Teacher/ Peer Feedback:
Post-Assessment: -Portrays chosen technique Y(1)/N(0) -Golden Ratio present Y(1)/N(0) -Accurately paint observed forms Y(1)/N(0)

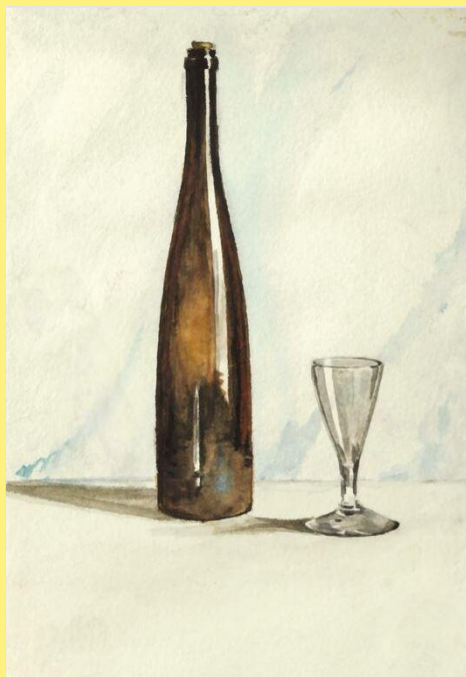
-Accurately paint observed values Y(1)/N(0)
-Accurately paint observed textures Y(1)/N(0)
-Accurately paint observed colors Y(1)/N(0)
-Students used materials responsibly Y(1)/N(0)
Number of Days in Project:5
Project Vocabulary: Scumbling, Underpainting, Impasto, Glazing
Artist(s) or Artwork(s) Being Covered: Leonardo Da Vinci, Caravaggio, J.M.W. Turner, Claude Monet

DAILY LESSON PLAN
Project Title:Like the Old Masters
Day: 1 of 5
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials:Oil Paints, Brushes (various sizes), Canvas panels and Primary Canvas, Palette and Palette Knives, Linseed Oil, Paper Towels, Artist Aprons, Easels
Other Resource Requirements:None
Health or Safety Concerns:Oil paint can be harmful if swallowed or makes eye contact, does not wash out of clothes easily
Differentiation for Students Who Need Additional Supports: Pictures and Diagrams of different brush strokes will be provided, Using larger paint brushes/palette knives and limit to “impasto” application- allows exploration without need of precision
Differentiation for Students Who Excel: Encourage wide range of brushes and palette knives, Challenge with more advanced techniques (wet-on-wet blending, glazing and layering, sgraffito (scratching into wet paint), Analyze masterworks and attempt replication of techniques and styles
Bellringer: 0-5 Minutes: Students enter classroom, put Chromebooks/bookbags in back of class, retrieve personal paints, canvas, brush cleaning materials from personal storage areas
Motivational Activity/Strategy: 5-15 Minutes: Students will have brought objects from home and will arrange them in a still life for the class to paint
Learning Activities: 15-25 Minutes: Teacher will begin discussion about oil paint-how it differs from acrylic, demonstration use of mixing colors with palette/palette knives, cleaning brushes in linseed oil and disposing of 25-45 Minutes: Teacher will demonstrate different techniques of oil painting used by various artists (Da Vinci-glazing, J.M.W. Turner-scumbling, van Gogh-sgraffito, Monet-alla prima etc.), Students will follow along and create “technique chart” on canvas panels (not primary canvas)

Teacher Demo:



Impasto



Glazing

Cleanup Procedures: 45-55 Minutes: Timer will go off, students will wash off brushes at sink, clean off palettes, empty wells, return materials to personal storage areas, retrieve Chromebooks/bookbags and remain seated until bell rings

Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in bookbag/personal storage area to work on at a later time

DAILY LESSON PLAN

Project Title: Like the Old Masters

Day: 2 of 5
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials:Oil Paints, Brushes (various sizes), Canvas panels and Primary Canvas, Palette and Palette Knives, Linseed Oil, Paper Towels, Artist Aprons, Easels
Other Resource Requirements:None
Health or Safety Concerns:Oil paint can be harmful if swallowed or makes eye contact, does not wash out of clothes easily
Differentiation for Students Who Need Additional Supports: Pictures and Diagrams of different brush strokes will be provided, Using larger paint brushes/palette knives and limit to “impasto” application- allows exploration without need of precision
Differentiation for Students Who Excel: Encourage wide range of brushes and palette knives, Challenge with more advanced techniques (wet-on-wet blending, glazing and layering, sgraffito (scratching into wet paint), Analyze masterworks and attempt replication of techniques and styles
Bellringer: 0-5 Minutes: Students enter classroom, put Chromebooks/bookbags in back of class, retrieve personal paints, canvas, brush cleaning materials from personal storage areas
Motivational Activity/Strategy: 5-10 Minutes: Students may request music to listen to if school appropriate
Learning Activities: 10-20 Minutes: Student may continue practicing techniques and decide which one they will use to paint the displayed still life 20-45 minutes: Students may be working on primary canvas, Teacher will monitor progress and provide one-on-one suggestions Prompt active learning with questions: -What do you notice about the shapes and edges of your objects? -How does the light hit the different surfaces?
Cleanup Procedures: 45-55 Minutes: Timer will go off, students will wash off brushes at sink, clean off palettes, empty wells, return materials to personal storage areas, retrieve Chromebooks/bookbags and remain seated until bell rings
Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in bookbag/personal storage area to work on at a later time

DAILY LESSON PLAN
Project Title:Like the Old Masters
Day: 3-5 of 5
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials:Oil Paints, Brushes (various sizes), Canvas panels and Primary Canvas, Palette and Palette Knives, Linseed Oil, Paper Towels, Artist Aprons, Easels
Other Resource Requirements:None

Health or Safety Concerns:Oil paint can be harmful if swallowed or makes eye contact, does not wash out of clothes easily
Differentiation for Students Who Need Additional Supports: Pictures and Diagrams of different brush strokes will be provided, Using larger paint brushes/palette knives and limit to “impasto” application- allows exploration without need of precision
Differentiation for Students Who Excel: Encourage wide range of brushes and palette knives, Challenge with more advanced techniques (wet-on-wet blending, glazing and layering, sgraffito (scratching into wet paint), Analyze masterworks and attempt replication of techniques and styles
Bellringer: 0-5 Minutes: Students enter classroom, put Chromebooks/bookbags in back of class, retrieve personal paints, canvas, brush cleaning materials from personal storage areas
Motivational Activity/Strategy: 5-10 Minutes: Students may request music to listen to if school appropriate
Learning Activities: 10-45 minutes: Students may continue working on primary canvas, Teacher will monitor progress and provide one-on-one suggestions Continue to prompt active learning with questions: -Which colors do you see in the shadows? Are they jet black or something else? -What textures can you see on your objects and how could you show them with paint?
Cleanup Procedures: 45-55 Minutes: Timer will go off, students will wash off brushes at sink, clean off palettes, empty wells, return materials to personal storage areas, retrieve Chromebooks/bookbags and remain seated until bell rings

COLOR AND LIGHT-ART 10 RUBRIC

Criteria	Emerging	Developing	Proficient	Advanced
Observation & Realism (<i>Still Life</i>)	Limited accuracy in form, proportion, or light.	Some attention to light and shape but lacks depth or consistency.	Strong observation; accurate proportions and light–shadow contrast.	Exceptional realism; sophisticated handling of light, shadow, and color to create lifelike form.
Composition & Design Principles (<i>Golden Ratio</i>)	Composition feels unbalanced or unclear.	Some use of balance and focal points but not fully refined.	Composition demonstrates clear use of the Golden Ratio and visual balance.	Composition is dynamic, balanced, and demonstrates mastery of design principles and visual flow.
Technique & Process (<i>Old Masters</i>)	Technique appears rushed or lacks layering control.	Attempts classical techniques but with uneven results.	Applies traditional methods effectively with visible planning and refinement.	Masterful technique; confident control of glazing, layering, and blending inspired by historical methods.
Proper Use of Materials & Studio Practice	Uses materials carelessly; does not follow proper cleanup or safety routines.	Inconsistent control or use of paint and tools; needs reminders about cleanup or care.	Uses materials responsibly and safely; handles brushes, palettes, and paint with care.	Demonstrates excellent craftsmanship and responsibility; prepares, maintains, and cleans materials with professional care.
Artistic Intent & Reflection	Can name project goals but gives little insight into choices.	Describes processes with limited connection to meaning or technique.	Explains artistic decisions thoughtfully and connects them to goals and influences.	Insightful and articulate reflection linking personal voice, art history, and technical mastery.