

## UNIT PLAN TEMPLATE

<b>Central Focus/Big Idea</b> <i>1pt</i>	Acrylic painting
<b>Grade Level</b> <i>1pt</i>	High School (9-12)
<b>Class Size</b> <i>1pt</i>	9 and 12
<b>Time</b> <i>1pt</i>	About 90 minutes
<b>Class Demographics</b> <i>1pt</i>	<p>Class A: Majority Black students, 6 boys and 3 girls</p> <p>Class B: Even split between Black and non-Black students and even split of genders in the class.</p>

**National Visual Arts Standards Addressed:** *4pts*

VA:Cr1.1.I: a. Use multiple approaches to begin creative endeavors.

VA:Pr4.1.I a. Analyze and evaluate the reasons and ways an exhibition is presented.

VA:Re7.1.I a. Hypothesize ways in which art influences perception and understanding of human experiences.

VA:Cn10.1.I a. Document the process of developing ideas from early stages to fully elaborated ideas.

### **Unit Overview 4pts**

In this unit, the students will learn the basics of acrylic painting, color mixing, painting techniques, and how to apply them to a painting. It will start with two intro lessons and then move into their project of creating their own “duck stamp” (although they will be allowed to do whatever animal they would like. It will end with an intro into critiques, and how to give/receive constructive criticism.

### **Student Prior Knowledge and Conceptions 1pt**

They will be expected to know how to hold a paintbrush as well as how to sketch. They will be expected to understand how value works (they just finished their value lesson in black and white, and this lesson will be teaching them the basics of color value.)

### **LESSON OBJECTIVES AND DESCRIPTION 4pts**

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- 1) After a teacher-led demonstration, students will mix acrylic colors, and turn in a page with their three secondary colors, brown, and black.
- 2) After observing the artist's spotlight pieces, students will hold a conversation about how acrylic paint affects them, they will have to answer guiding questions about the difference using acrylic paint makes to the meaning of the piece (VA:Pr4.1.I or VA:Re7.1.I)
- 3) After the teacher-led demonstration/slideshow, students will mix different tints, making a value scale with 3 tints and their mixed colors. (VA:Cn10.1.I)
- 4) After going through the technique's slideshow, students will practice the different painting techniques(Streaking, Blending, Scumbling, Dabbing, Wet on Wet, Dry Brush, Outlining) displaying a clear effort to use at least three of the eight techniques presented. (VA:Cr1.1.I)
- 5) After the days of practicing students will complete a finished project, demonstrating at least 3 different painting techniques, using multiple mixed colors. (VA:Cr1.1.I)
- 7) After presenting their projects, students will critique each other's pieces in a gallery walk style, leaving sticky notes on three other students' projects with the techniques they observe and why they think those were chosen. (VA:Re 7.1.I)

#### **TOOLS, SUPPLIES, AND TECHNOLOGY NEEDED *3pts***

Red, white, blue, yellow, and black acrylic paint

Paint brushes.

Pallets (Already in the classroom)



Paint water cups.

4.5x6 watercolor paper cut for days 1 and 2

6x9 watercolor paper cut for the project.

Pencils for sketching

Painters tape to tape down projects to the tables.

<p><b>Key Artists</b> 4pts</p>	<p><b>Andrew Hem, Ashante Kindle, The Hautman Brothers, and My art</b></p>
<p><b>Key Artworks</b> 6pts</p>	<p><b>Untitled, from the New Journey Series</b></p>  <p>Ashante Kindle, <i>Cause I Know My Joy's Coming in the Morning Light</i>, 2021</p> 

<b>Key Critical Questions</b>	<ul style="list-style-type: none"> <li>· What different ways can acrylic be used? What do you think of when you see these paintings?</li> <li>· How do the different shades/tones in the paintings affect the image/meaning of the piece?</li> <li>· Can there be meaning in paintings that don't use imagery? How?</li> <li>· Why would someone use acrylic over other mediums (like graphite and watercolor)?</li> <li>· How does the color pallet affect the Image/meaning of the painting? How would different audiences interpret this differently?</li> <li>· What different ways can you see the paint applied in both artist's works?</li> </ul>
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## VOCABULARY AND LANGUAGE ACQUISITION

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<b>Vocabulary 4pts</b>	<p>1: <b>Sublime</b>: of such excellence, grandeur, or beauty as to inspire great admiration or awe.</p> <p>2: <b>Viscosity</b>: the state of being thick, sticky, and semi-fluid in consistency, due to internal friction. I.E. How thick the liquid (paint) is.</p> <p>3: <b>Perspective</b>: the representation of three-dimensional objects or spaces in two-dimensional artworks</p> <p>4: <b>Tint</b>: Adding white to a color (rough definition but keeping it beginner-friendly)</p> <p>5: <b>Shade</b>: Adding black to a color</p> <p>7: <b>Arial Perspective</b>: creating an illusion of depth by depicting distant objects as paler, less detailed, and usually bluer than near objects.</p> <p>8: <b>Composition</b>: the arrangement of various visual elements in an artwork</p> <p>9: <b>Critique</b>: an oral or written discussion strategy used to analyze, describe, and interpret works of art</p>
<b>Language Tasks and Activities 2pts</b>	<p>Students are going to critique each other's works at the end of the unit. They will need to leave post-it notes near the artwork that has where each student used successful acrylic techniques in their paintings. + Critique prompts</p> <p>Writing down the reasons they think Andrew Hem made his murals.</p> <p>Talking about the artists</p>
<b>Language Supports 2pts</b>	<p>Slide show with vocabulary each day, and a weekly artist spotlight that they have access to in their Google classroom.</p> <p>Labeled posters with different painting techniques so they have how to spell each one in front of them when they need it.</p>

## ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS

### **Adaptations and Accommodations** *2pts*

I will have the overhead cam up for students to work along while I mix the colors, so they will not have to simply rely on reading the slides as well as I have labeled the colors because I have one student who I know is color blind and requires help with colors.

Allow students to trace an image of their animal for the last project with carbon paper

### **Enrichment and Extensions** *1pt*

Artist spotlight handout on Google Classroom for them to learn more about the artists + links to the articles about the artists for them to look at more of their art and learn more about them.

### **Activity for Early Finishers** *1pt*

Early finishers will be allowed to move forward in the project, if they finish the techniques or color mixing lessons early, they will be instructed to start sketching for their projects, getting a head start on it.

Copy the student's projects Print them out in black and white or color and allow them to use them for collage-type exploration w/ magazines.

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## OBJECTIVE-DRIVEN ASSESSMENTS *4pts*

Formative assessment- 3 painting techniques to ensure they have a good “toolbox” of ways to approach their paintings (VA: Cr1.1.1)

Conversation- observe how they talk about art when presented with the spotlight artists' works. Might need prompting from essential questions but try to gauge your understanding of color and how it affects the result. (VA: Pr4.1.1)

Conversation- Write down/talk about different reasons they think Andrew Hem made his murals. (VA: Re7.1.1)

Formative assessment- Have the students come up to talk to the teacher one-on-one to assess their progress a few times throughout the worktime during the workdays (VA: Cn10.1)

### REFERENCES *3pts*

<https://mrstfoxresources.com/2021/09/10/acrylic-painting-breakdown/>

<https://sites.google.com/view/antiracistartteachers/artists/medium-and-technique/drawingpainting>

<https://www.messengerstationery.com/messenger-family/world-class-artists-and-brands/hautman-brothers>

<https://www.dorothycircusgallery.com/artists/31-andrew-hem/biography/>



## INSTRUCTIONAL STRATEGIES

Teacher/student actions/instruction methods	Instruction Methods
<b>Launch</b> (This is only five -ten minutes) <i>2pts</i>	
<ul style="list-style-type: none"> <li>· Ask if any of the students have painted with acrylic before and get some thoughts/opinions on how they liked it/what they learned so students can get other students' perspectives.</li> <li>· Have the slide show pulled up before the students walk in, as well as the objective for the day, and what is expected to be turned in written on the boards in the back (Matt has already set this standard expectation for the classroom, so I just must write down the objectives for my lesson, and the students already know where to look for them)</li> <li>· The teacher will also announce what we will be doing today, and what I will expect them to have done by the end of class (Matt does this, and says he thinks it helps them be prepared for the lesson)</li> <li>· Today's Goal: we are mixing our secondary colors, as well as brown and black, and learning how to wash our paint brushes and palettes. Basics of painting with acrylic.</li> </ul>	Whole class instruction, as they all come in and sit down, putting on their smocks and grabbing supplies, etc.
<b>Instruction:</b> A teacher should be able to read the instructions and know exactly what to do or ask. <i>5pts</i>	<b>Instruction Methods</b>

*The following information can occur throughout the unit:*

- When the teacher begins the lesson, they will start the slide show, telling the students about *what* acrylic paint is (permanent, fast-drying, plastic-based, water mixable) and can include some of the student's facts about acrylic paint from during the introduction, and connect it to the lesson here.
- Talk about what acrylic can do and show the spotlight artists' works asking students about the colors used and how they help the overall image of the painting. Also ask how they use acrylic paint differently (Kindle uses texture and Hem uses it more "traditionally" but he uses it for murals) Talk about how the murals painted around RAS were likely done using acrylic or house paint, which is a very similar type of paint.
- The teacher will ask the artists questions during this.
- What different ways can acrylic be used? What do you think of when you see these paintings?
- How do the different shades/tones in the paintings affect the image/meaning of the piece?
- Can there be meaning in paintings that don't use imagery? How?
- Why would someone use acrylic over other mediums (like graphite and watercolor)?
- How does the color pallet affect the Image/meaning of the painting? How would different audiences interpret this differently?
- What different ways can you see the paint applied in both artist's works?
- Introduce the expected assignment for the day, and then begin the demo on color mixing, while the students work concurrently. After each color demonstration, walk around helping students making sure they have everything they need/ are getting confident in what they are doing. Make sure to remember it's most of these students' first time using paint.
- Have them leave their paper, with the 3 secondary colors they've mixed, and the grey and brown on it, and then wash their brushes and palettes, helping them so they can learn how to do it in the following weeks of the lesson.
- 4 points for having all 3 secondary colors, and having the dark and the brown on their paper (everything at RAS must be out of 4 points)

Whole class instruction, but with time for them to work mixing their colors, where I will walk around the room (shaped like a horseshoe) to help students build up their confidence with painting (making sure no one falls behind this early on, because I know with this group if I lose someone, in the beginning, it'll be much harder to get them to try later on)

<b>Closure 2pts</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>· Ask about their confidence levels with paint (had talked to them about it the previous week, so this is for getting their confidence levels post-lesson to compare)</li> <li>· The teacher will tell the students that the next lesson will be a value scale using what they learned about mixing colors, and what they learned in their past lessons about value using graphite.</li> <li>· The teacher will then let the students know that next class we will be working on finishing our color mixing and starting the painting techniques.</li> </ul>	Whole group instruction, a conversation as the students are cleaning up.

## INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 2

<b>Launch 2pts</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>· The teacher will have the slides up as the students come into the classroom, as well as the objectives and assignments up on the whiteboards in the classroom.</li> <li>· The teacher will ask the students if they feel pumped and ready to paint.</li> <li>· The students will be grabbing their supplies and putting their smocks on as they head to their seats.</li> <li>· Today's Goal: Learn eight new painting techniques and pick three to practice.</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole class instruction</li> </ul>
<b>Instruction 5pts</b>	<b>Instruction Methods</b>

<ul style="list-style-type: none"> <li>· Start the slide show, students will have to mix their colors again and mix one value scale using white and their mixed dark color.</li> <li>· They will also need to demonstrate at least 2 painting techniques from the slides.</li> <li>· As the students are mixing their colors, the teacher can demonstrate how to mix colors if needed, as well as walk around instructing individual students if they have questions/need help.</li> <li>· Mostly work for the students, with whole class or small group conversations about the activity of the value scale.</li> <li>· As they work call students up to put their grades in for their color-mixing activity the week before</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole class instruction and one one-on-one instruction/conversation</li> <li>○ Small group conversation</li> </ul>
<b>Closure 2pts</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>· Once again, the teacher will help the students clean up their paintbrushes, put their supplies away, and have them leave their papers on their tables as the paint is likely still wet. Make sure names are on the pages!! And then have the students head back to their classes.</li> <li>· Teacher will let the students know that the next class will be finishing the Painting techniques and introducing the Acrylic Project!</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole class instruction</li> </ul>

## INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 3

<b>Launch 2pts</b>	<b>Instruction Methods</b>
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<ul style="list-style-type: none"> <li>· Have the slides up and the objectives written</li> <li>· The teacher will let the students know that today will be mostly a workday, but at the top of the class, they will introduce their acrylic project.</li> <li>· Have students sit before grabbing their supplies, so they will be paying attention while the teacher introduces the project.</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole class instruction, Whole class conversation</li> </ul>
<b>Instruction 5 pts</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>· Intro project with a slide show + show the teacher an example of the project.</li> <li>· Go through the quick slides.</li> <li>· Questions about the Hautman brothers: <ul style="list-style-type: none"> <li>· How does the color pallet affect the Image/meaning of the painting? How would different audiences interpret this differently?</li> <li>·</li> </ul> </li> <li>· Duck stamp project, paint an animal in a setting, demonstrating their knowledge of the painting techniques, and color mixing. Showing value as they learned from the value scales.</li> <li>· The teacher will open up the rest of the class as Work time for students</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole class instruction</li> <li>○ Independent work time, open for small group discussion or working alone</li> </ul>
<b>Closure 2pts</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>· The teacher will let the students know that the next class will be a workday for them.</li> <li>· The class will clean up their supplies and leave their in progress work to dry in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole class instruction/conversation</li> </ul>

## INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 4

<b>Launch 2pts</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>· Have the slides and objectives up like each day, as the students come in.</li> <li>· Ask questions like if they think they'll be done with their projects this day (revisit this at the end of class to gauge whether or not they'll need another workday)</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole class conversation/ chatting with students one-on-one as they come into the classroom</li> </ul>
<b>Instruction 5pts</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>· It is a workday for the students, working on their projects, the teacher can play music if the students would like.</li> <li>· The teacher will call students up one by one to get their progress/chat with each of them on how they are doing/feeling about their project</li> </ul>	<ul style="list-style-type: none"> <li>○ Independent work</li> <li>○ One-on-one instruction with students</li> <li>○ Small group conversations optional</li> </ul>
<b>Closure 2pts</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>· Ask who still needs more time (offering another workday if multiple people need extra time to work on their projects because they always have Fridays outside of when I am there to work on them as well)</li> <li>· Clean up brushes/palettes/water cups and leave projects out to dry.</li> <li>· Let the students know the next lesson will be the critique (or another workday depending on where they're at)</li> <li>· Let the students know in the next class we will be identifying the painting techniques used in each other's pieces.</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole class instruction/conversation</li> </ul>

## INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 5

<b>Launch 2pts</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>· Have the students' works all laid out in the room like a gallery walk, and hand 3-4 sticky notes to each student as they walk into the classroom.</li> <li>· Make sure to have pencils/pens out for students to write their comments with</li> <li>· Tell the students not to sit in their seats, as we are going to be walking around looking at all the pieces.</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole class conversation</li> </ul>
<b>Instruction 5pts</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>· Critique day.</li> <li>· The teacher will lay out all the student's works in a gallery walk formation and give the students sticky notes as they come into the classroom.</li> <li>· Students will need to identify the painting techniques they see in each other's works. Putting sticky notes next to at least 3 pieces.</li> <li>· Students and the teacher will have a conversation about the sticky notes, asking a few of the students to talk about why they put the technique down that they did, and where they see it.</li> </ul>	<ul style="list-style-type: none"> <li>○ Independent student thinking</li> <li>○ Whole class conversation/instruction</li> <li>○ Student-led discussions</li> </ul>
<b>Closure 2pts</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>· Ask them if they feel more confident in acrylic now and if they had another week to work on their projects what they would continue to work on.</li> <li>· Let them know that the next lesson will be back to Mr. Thornton's lessons (ask beforehand what he'll be teaching to let them know at the end of class)</li> </ul>	<ul style="list-style-type: none"> <li>○ Whole class conversation</li> </ul>

**101pts**

*\* Developed and written by Cylas Fox, Art Education, Illinois State University, 2024*

