

# Visual Art: Painting II 10-12

Artistic Process	Units	State Standards Learning Targets	Common Assessments
<p><b>Create</b> Students will generate, develop, and refine artistic work.</p> <p><b>Present</b> Students will develop, refine, and convey meaning through the production and presentation of artistic work.</p> <p><b>Respond</b> Students will critically interpret intent and meaning in order to evaluate artistic work.</p> <p><b>Connect</b> Students will relate their artistic work with prior experience and external context.</p>	<p><b>Unit 1: Review</b> Color theory, Composition, Artists Mini lessons: Kehinde Wiley Juane Quick to See Smith Riva Lehrer Halim Flowers Firelei Baez Hmong Cloth and Symbolism Josh LaRock Rogier van der Weyden Frida Kahlo</p> <p><b>Unit 2: Oil Painting and the Expressive Portrait</b> Students will learn how to use oil paints to create an image  Students will learn how to blend paints to create highlights, mid-tones, and shadows  Students will learn how to develop a composition using various techniques, such as rule of thirds, framing and dynamic</p> <p><b>Unit 3: Watercolor mixed media</b> Students will learn how to use watercolor brushes to create washes and incorporate mixed media.  Students will learn how to use salt, sponges, plastic wrap and masking fluid to create textures  Students will use color theory practices to mix and create colors using watercolor pigment</p> <p><b>Unit 4: Artist Research project</b> Students will research and discuss an artist and their work.</p>	<p><a href="#">Performance Indicators</a> - Wisconsin Standards for Art and Design Education - Full Document</p> <p><a href="#">Wis Art and Design State Standards</a> - <b>CREATE</b> A.A.Cr.10.h: Investigate A.A.Cr.11.h: Plan A.A.Cr.12.h: Make</p> <p><b>PRESENT</b> A.A.Pr.10.h: Develop Meaning A.A.Pr.11.h: Communicate Analyze and Describe A.A.Pr.12.h: Share Curate and Exhibit</p> <p><b>RESPOND</b> A.A.R.16.h: Describe A.A.R.17.h: Analyze A.A.R.18.h: Interpret A.A.R.19.h: Inquire A.A.R.20.h: Evaluate</p> <p><b>CONNECT</b> A.A.Cn.10.h: Interdisciplinary A.A.Cn.11.h: Career Connections A.A.Cn.12.h: Cultural, Social, and Historical Awareness</p> <p><a href="#">WRPS Performance Standards</a></p>	<p><a href="#">Art Rubric</a></p> <p><a href="#">Art Code of Conduct</a></p> <p><a href="#">Scope and Sequence</a></p> <p><b>Vocabulary</b> Color Theory Complementary colors Split Complementary Analogous Monochromatic Color Families Oil Paint Medium Thinner Warm Colors Cool Colors Color Schemes Color Communication Value Color/hue Chromatic Black Odorless Turpinoid Brushes Palette Canvas Canvas Panel Grid method Watercolors Layering Positive Painting Negative Painting Wash Bleed back Transparent Color Opaque Color Colors Pigment</p>

	<p>Students will use the 4 steps of art critique to discuss a work of art</p> <p>Students will describe a work of art referring to one or more Aesthetic Theories: Formalism, Imitationalism, Instrumentalism, Emotionalism.</p> <p>Students will demonstrate respectful discussion when analyzing a work of art.</p>		<p>Hot press/cold press paper</p> <p><b>Formalism</b></p> <p><b>Imitationalism</b></p> <p><b>Instrumentalism</b></p> <p><b>Emotionalism</b></p> <p><b>Analyze</b></p> <p><b>Describe</b></p> <p><b>Interpret</b></p> <p><b>Evaluating</b></p> <p><b>Reflect</b></p> <p><b>Imprimatura</b></p> <p><b>Brushes</b></p> <p><b>Synthetic and natural bristles</b></p> <p><b>Tints</b></p> <p><b>Shades</b></p> <p><b>Tones</b></p> <p><b>Foreground</b></p> <p><b>Mid ground</b></p> <p><b>Background</b></p> <p><b>Aerial perspective</b></p> <p><b>Mood</b></p> <p><b>Gesso</b></p> <p><b>Stretched Canvas</b></p> <p><b>Critique</b></p>
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**Essential Questions:** How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do people value objects, artifacts, & artworks, & select them for presentation? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How is art used to impact the views of a society? How does art preserve aspects of life? How does one determine criteria to evaluate a work of art? How and why might criteria vary?

