



PISCATAWAY TOWNSHIP SCHOOLS

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Drawing and Painting I

Content Area: Visual Arts

Grade Span: 9-12

Revised by: Dorothy Amme

Presented by:

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COURSE OVERVIEW

Description

This course is recommended for the beginner drawing and painting student. In this course, we learn a wide variety of drawing and painting techniques. Students learn how to use pencil, color pencil, acrylic paint, and watercolor, while exploring different subject matter. This course is a prerequisite to Drawing and Painting 2.

Goals

- Demonstrate competency with the basic skills of drawing and painting, including basic color theory, use of line, value, contrast, form, and texture.
- Achieve familiarity and confidence with a variety of art media, including pencil, color pencil, relief printmaking acrylic and watercolor paint.
- Explore and demonstrate a range of techniques for each media while learning how to use tools and materials specific to drawing and painting.
- Apply a range of problem-solving techniques to the development of creative work.
- Identify and discuss different approaches to subject matter in drawing and painting.
- Develop disciplined work habits and a respect for materials, studio space and the work of others.
- Acquire the language, vocabulary and open-mindedness needed to analyze and discuss a students' own art and the artwork of others.
- Grow in ability to carefully observe and respond to the world and translate it into works of visual art.
- Document creative growth through visual journaling activities, prompts and independent activities.

Scope and Sequence

Unit	Topic	Length
1	Visual Journaling	Ongoing
2	Communicating with Line	Ongoing
3	Drawing from observation	Ongoing
4	Value/Shading	Ongoing
5	Foundation of color theory	Ongoing
6	Drawing with dry media	Ongoing
7	Printmaking	Ongoing
8	Acrylic Painting	Ongoing
9	Watercolor Painting	Ongoing

Resources

Art Supplies
 Teacher/student created projects
 Teacher created Technique Sheets

UNIT 1: Visual Journaling

Summary and Rationale	
Students will learn about visual journals and create their own art journal to use as a place for reflection, communication, and experimentation.	
Recommended Pacing	
Determined by instructor and facilitated by students needs	
State Standards	
NJ Visual and Performing Arts Standards	Visual Arts/ By Grade 12
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student’s existing artwork.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Art journals are person spaces in which to create artworks and written statements, respond to art and visual culture, make interpretations, present ideas and build connections over time. • Art journals document the steps that artists take to work toward complex targets that require practice, inquiry and self-reflections to attain. • Art journals can take many different forms. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is an artist journal? • Why do artists use visual journaling? • How does this tool help you grow and develop as a visual artist over time? 	
Objectives	

Students will know:

- Visual journaling is part of a type of art called Book Arts.
- There are many different book forms such as a flag book, one page folded book, Japanese bound books, altered books, sculptural books and traditional sketchbooks/journals.
- Art journals are used to document and record our artistic journey.
- Artists often use their journals for self-reflection, responding to prompts, making connections, rough sketches and thumbnails, collect collage materials, record vocabulary, and revise and revisit existing artworks.

Students will be able to:

- Create a journal using a selected form and proper construction techniques.
- Develop skills regarding neatness and craftsmanship as it relates to Book Arts.
- Complete specific journal assignments as an ongoing visual diary of their artistic experience while exploring varying themes and concepts throughout the school year.
- Revisit and revise journal pages throughout the school year.
- Reinforce and extend in class learning experiences and skills in their journals using a variety of media.
- Experiment with different media and the visual outcomes in their journals throughout the year.

Resources

Handouts
Technique sheets
Art supplies
Student Art Journals
Student Notebook

UNIT 2: Communicating with Line

Summary and Rationale	
Students will learn about line as an element of art and how it is used to communicate in art. Students will also explore the expressive qualities of line while creating a work of art.	
Recommended Pacing	
Determined by instructor and facilitated by students needs	
State Standards	
NJ Visual and Performing Arts Standards Visual Arts/ By Grade 12	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The elements and principles of design are the essential building blocks of any work of art. • Line is the element of art that is the path of a moving point through space. • Artists use line to communicate ideas and feelings. 	
Unit Essential Questions	

- What are characteristics of line?
- How can lines express emotion?
- How do artists use line?
- How does the study of line broaden one's understanding and recognition of lines that are man-made and found in nature?
- How does understanding the elements and principles of design enable you to create stronger drawings?

Objectives

Students will know:

- Line is the element of art that is the path of a moving point through space.
- Line is a primary means of communication throughout the world.
- Artists use line to move a viewers' eye through an artwork.
- There are five different types of line, including vertical, horizontal, diagonal, zig-zag, and curved.
- There are five ways a line can vary including direction, length, width, degree of curve, texture.
- Depending on a lines direction, it can express a different feeling or mood.

Students will be able to:

- Create lines using different media.
- Define, use, and identify the five kinds of lines and the five ways a line can vary.
- Recognize how artists have used line to move your eye through a composition.
- Understand the expressive qualities of each line.
- Create a drawing that explores the types of line and line variation.

Resources

Handouts
 Technique sheets
 Art supplies
 Student Art Journals
 Student Notebook

UNIT 3: Drawing from Observation

Summary and Rationale	
Students will develop observational drawing skills by closely observing objects and use different approaches to drawing objects from life.	
Recommended Pacing	
Determined by instructor and facilitated by students needs	
State Standards	
NJ Visual and Performing Arts Standards	Visual Arts/ By Grade 12
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Artists use visual memory to accurately render illusions of form on a two-dimensional plane to develop and refine observational skills. • Drawing from observation increases our understanding of objects and the world around us. • Approaches to rendering observational drawings can be influenced by culture and provide insight into where the art was created. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is observation? • How important are preliminary sketches and exercises to a successful, finisher observational drawing? • Why should an artist consider composition before beginning a drawing? • How does creating an observational drawing improve art techniques and skills 	

Objectives

Students will know:

- Observational drawing approaches and techniques.
- Contour line is a line that defines the edges of objects.
- Preliminary plans and exercises contribute to a finished observational drawing.
- Space is the element of art that refers to the distance between or the area around and within shapes, forms, colors and lines.
- Surface, medium and tools can impact the look of a drawing.

Students will be able to:

- Identify both negative and positive space.
- Create rough and finished observational drawings.
- Use a contour line to define the edges and details of an object.
- Use various observational drawing techniques and approaches.
- Evaluate observational drawings using a set of criteria.
- Have an awareness of how different art media impact the quality of a drawing.

Resources

Core Text:

Suggested Resources:

Handouts
Technique sheets
Art supplies
Student Art Journals
Student Notebook

UNIT 4: Value/Shading

Summary and Rationale	
Students will learn about the use of value in a drawing as it creates the illusion of form and is necessary to create a realistic drawing. Students will create value scales and a completed drawing using a full range of value and drawing tools properly.	
Recommended Pacing	
Determined by instructor and facilitated by students needs	
State Standards	
NJ Visual and Performing Arts Standards Visual Arts/ By Grade 12	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Value is the element of art concerned with the lightness and darkness of an object or color. • By using a range of values, an artist can create contrast and form. • Variation in value enhances visual interest and mood. • Contrast is simply light against dark. • You have to have value to create contrast. • Value can create texture. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Why is it important to use a range of values? • How is value related to contrast? • How does the artists use of value impact the artwork? • How is value used to create form? • Where is the light source? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> • Value is the element of art concerned with the lightness and darkness of an object or color. 	

- Using a wide range of value creates the illusion of form.
- A full range of value is necessary to create a realistic drawing.
- Shadows and highlights are values.
- Shading is used traditionally in drawing for depicting a range of darkness by applying media more densely or with a darker shade for darker areas, and less densely or with a lighter shade for lighter areas.
- Value can be created using a variety of techniques, including stippling, hatch, crosshatch, scribble, contour and a smooth application.
- Contrast is achieved in a drawing by using both darks and lights.
- Strong/sharp contrast between lights and darks adds visual drama and enhances the mood of an artwork.
- Texture is the element of art that refers to the way an object feels to the touch or looks as it may feel if it were touched.
- There are a wide range of drawing tools that each produce a different effect.

Students will be able to:

- Create a value scale with at least 5 values from dark to light.
- Create value scales using different drawing techniques.
- Create smooth, continuous value through the use of even pressure with a pencil.
- Use drawing tools such as blending tools such as stumps, pencils and tortillons to modify values and shade a drawing.
- Identify and create simulated textures while working from observation.
- Identify different values in a work of art.
- Create a drawing using a wide range of values and shade using a pencil.
- Look at the work of various artists to examine how value, texture and contrast has been used.

Resources

Core Text:

Suggested Resources:

Handouts
 Technique sheets
 Art supplies
 Student Art Journals
 Student Notebook

UNIT 5: Color Theory

Summary and Rationale

Students will learn the fundamentals of color theory and apply them to a drawing or painting.

Recommended Pacing

Determined by instructor and facilitated by students needs

State Standards

NJ Visual and Performing Arts Standards

Visual Arts/ By Grade 12

1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.

Instructional Focus

Unit Enduring Understandings

- Knowledge of color theory can help artists communicate their ideas more effectively.
- Knowledge of the properties of color allows the artist to mix colors successfully.
- Artists use color to create special effects in works of art.
- Color can have connections to societal, cultural and historical contexts.

Unit Essential Questions

- How do our eyes see color?
- Where does color come from?
- How is color theory used in art and our environment?
- What are the three properties of colors?
- What are color schemes?

Objectives

Students will know:

- Color is the element that is derived from reflected light.
- An infinite number of colors can be made by combining the primary colors (red, yellow and blue) with black and white.
- A color wheel is a color spectrum bent into a circle created by Isaac Newton. It organizes colors.
- There are different color schemes including primary, secondary, monochromatic, analogous, warm, cool, triad, intermediate.
- There are three properties of color: hue, value, and intensity.
- Color can create a focal point.
- Color is used to influence our choices, feelings, and mood.
- Some colors have historical and cultural meaning and connections.

Students will be able to:

- Label and identify the colors on the color wheel.
- Identify different color schemes used in a work of art.
- Create an original color wheel using a radial design and repetition like that of a color wheel.
- Create secondary colors and tints and shades by using the primary colors plus black and white in paint or other dry media.
- Manipulate three properties of colors to create colors found in the environment.
- Identify the mood or feeling in a piece of artwork based on the artist's use of color.
- Make connections between color choice in an artwork and its meaning and intent of the artist.
- Identify the focal point in a work of art when created by color.

Resources

Core Text:

Suggested Resources:

Handouts
Technique sheets
Art supplies
Student Art Journals
Student Notebook

UNIT 6: Drawing with Dry Media

Summary and Rationale	
Students will learn to use other dry art media like color pencil, oil pastel or chalk pastels and techniques specific to those media. Students will create a drawing that reinforces the fundamentals of color theory and color mixing while building drawing skills.	
Recommended Pacing	
Determined by instructor and facilitated by students needs	
State Standards	
NJ Visual and Performing Arts Standards Visual Arts/ By Grade 12	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Art media, techniques and processes work together to create works of art. Art media, techniques and processes should be used in a safe and responsible manner. • Artists use elements of art and principles of design to organize visual communication. • Art elements and design principles can be used intentionally to elicit a specific response from the viewer. • Artists get inspiration from many sources. • Art is a personal or individual response to their environment and has traditionally been grouped into genres. 	

Unit Essential Questions

- How do artists use tools and techniques to express their ideas?
- Why do artists choose particular tools, techniques, and materials to express their ideas?
- Are some media better than others for communicating particular ideas or emotions?
- What are the safe and responsible uses of materials?
- Why should you use materials responsibly?
- Where do artists get inspiration from?

Objectives

Students will know:

- Dry media includes graphite, charcoal, and pastel, as well as colored pencils and various types of crayons.
- Blending and overlapping creates richer areas of color.
- Dry media gives the artist a wide range of mark making capabilities and effects, from thin lines to large areas of color and tone.
- Different colors and textures of paper can further increase an artists' visual options.
- The artist can manipulate a drawing to achieve desired effects in many ways, including exerting different pressures on the medium against the drawing's surface, or by erasure, blotting or rubbing.
- Drawing genres can include still life, landscape, portrait or non-objective, among others.

Students will be able to:

- Explore and experiment with different techniques using dry media such as color pencil, chalk pastel or oil pastel.
- Produce a dry media artwork that demonstrates color emphasis.
- Demonstrate an understanding of 3 properties of color.
- Create value shading in color.
- Manipulate the 3 properties of color to create colors needed for project.
- Use a photo reference or draw from observation while exploring a traditional drawing genre.

Resources

Handouts
Technique sheets
Art supplies
Student Art Journals
Student Notebook

UNIT 7: Printmaking

Summary and Rationale

Students will learn how to carve a linoleum block safely and create a series of prints from that block that incorporates traditional and experimental printing methods. Student will also explore repetition as a design motif using their prints.

Recommended Pacing

Determined by instructor and facilitated by students needs

State Standards

NJ Visual and Performing Arts Standards

Visual Arts/ By Grade 12

1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
1.5.12acc.Cn11a	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.

Instructional Focus

Unit Enduring Understandings

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences across cultures.
- Creativity and innovative thinking are essential skills that can be developed.
- Through experimentation and revision we can develop an artistic voice in our work.

Unit Essential Questions

- What is considered printmaking?
- How is it utilized throughout the world?
- What is the linoleum block printing process from initial design to finished edition?
- What are the characteristics of relief printing?

Objectives

Students will know:

- Printmaking is a process in which an artist repeatedly transfers an original image from one prepared surface to another.
- There are two main types of printmaking: relief and intaglio
- A linoleum block print is a type of relief printmaking and makes use of line, texture, and contrast.
- There are many different types of tools used in printmaking.
- Repetition is the technique for creating rhythm and unity in which a motif or single element appears again and again.
- The art and process of printmaking has endured over time and has a rich history across cultures.

Students will be able to:

- Identify a relief print among other forms of printmaking
- Properly prepare a linoleum block with an original design that focuses on a subject that has good texture, line, and contrast.
- Develop printmaking vocabulary.
- Safely carve a linoleum block using a linoleum gouge and bench plate.
- Mix inks and hand print a linoleum block repeatedly to create finished prints.
- Identify a good quality print.
- Apply color theory including primary, secondary and tertiary colors
- Research, plan and execute a piece of art that uses a set minimum number of prints used in a repetitive motif.
- Discuss the work of various printmakers, contemporary and traditional, and how they have developed their artistic voice through the creation of work.

Resources

Handouts
Technique sheets
Art supplies
Student Art Journals
Student Notebook

UNIT 8: Acrylic Painting

Summary and Rationale	
Students will learn about the properties of acrylic paint while exploring different techniques and creating projects. Students will also learn how to use various painting tools to achieve a variety of visual effects.	
Recommended Pacing	
Determined by instructor and facilitated by students needs	
State Standards	
NJ Visual and Performing Arts Standards Visual Arts/ By Grade 12	
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Artists must understand media, techniques and process as tools to communicate. • When working with wet media, ratios of water to pigment create different visual effects. • Artistic growth is developed through practice and experimentation. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How have artists handled the medium of paint? • What are the properties, tools, and techniques associated with various paints? • How has acrylic painting developed in correlation with history and art history? • How do artists make decisions about which tools and techniques to apply to their paintings? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Acrylic paint and color are an important development for all artists today due to their convenience and safety. • Acrylic paint is made from pigment, water and a polymer binder which dries to a clear film when the water evaporates. • Acrylic paint is an opaque medium and has unique characteristics and advantages over other paints. • There are different acrylic techniques that produce different visual effects. 	

- How to use different tools and materials such as brushes, palette knives, palettes, and gels.
- Painting vocabulary.

Students will be able to:

- Demonstrate an understanding of different acrylic techniques such as scumbling, overlapping, wet into wet, smooth fades, stippling, hatching, crosshatching, underpainting.
- Incorporate the 3 properties of color to create the necessary hues for a painting.
- Apply paint to a surface in a manner which creates an illusion of space.
- Use painting tools and equipment properly and safely.
- Store, clean and preserve their painting projects and supplies appropriately.
- Maintain a studio work space that is organized and allows for painting to be done properly.
- Create a painting that demonstrates a knowledge of acrylic painting skills and properties

Resources

Handouts
Technique sheets
Art supplies
Student Art Journals
Student Notebook

UNIT 9: Watercolor Painting

Summary and Rationale

Students will learn about the properties of watercolor paint while exploring different techniques and creating projects. Students will also learn how to use various tools specific to watercolor to achieve a variety of visual effects and textures.

Recommended Pacing

Determined by instructor and facilitated by students needs

State Standards

NJ Visual and Performing Arts Standards

Visual Arts/ By Grade 12

1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking

Instructional Focus

Unit Enduring Understandings

- In painting artists work to recreate textures and colors found in their environment.
- Knowledge of different techniques will give you a variety of tools to achieve the desired effect.
- The transparency is controlled by the amount of water you use compared to the amount of pigment.
- Artists must understand media, techniques and process as tools to communicate.

Unit Essential Questions

- Why is it important to know the variety of watercolor techniques?
- How do you control the transparency/opaqueness of a color?
- How do you mix color to match observed hues in your painting?

Objectives

Students will know:

- Texture is the element of art that refers to the way an object feels to the touch or looks as it may feel if it were touched

- Watercolor paint is a translucent art medium that is made by mixing pigments with a binder, usually gum Arabic and applied with water to paper.
- Watercolor paints can be in liquid or dried pancake form.
- Different techniques will produce a wide variety of visual effects and simulated textures.
- Watercolor paper is specifically designed for this type of paint and comes in different weights.
- Watercolor is a nontoxic, water based medium that is admired for its fast-drying capabilities and convenience.
- How to properly store, clean and safely use watercolor media and supplies.
- Watercolor can be combined with other media.

Students will be able to:

- Use watercolor to create simulated and invented textures.
- Use tools and brushes appropriately.
- Demonstrate and identify the following watercolor techniques: dry brush, one color graded wash, two color graded wash, wet on wet, transparent layering, resist, impressed textures.
- Understand painting media and techniques that demonstrate sensitivity and subtlety in use of media
- Experiment with different tools to create visual effects with watercolor.
- Analyze the use of elements and principles in artwork.
- Apply knowledge of color theory to render an image or scene using planned techniques with watercolor.

Resources

Handouts
 Technique sheets
 Art supplies
 Student Art Journals
 Student Notebook