



# Hamburg Area School District

## Course Guide

Name:	Advanced Painting 8130
Grade(s):	10-12
Length:	<i>Place an X next to the correct option</i>
x	Full-Year (180 Sessions)
	Semester (90 Sessions)
	Quarter (45 Sessions)
	Other (Specify):
Text:	None
Approved on:	June 20, 2022

### Description:

In this course, students will develop a collection of work through an in-depth exploration of traditional or digital painting topics, materials, and techniques. Students will further develop their personal voice and skills in a range of approaches to painting. This course may be elected for dual enrollment through RACC.

Advanced Painting

Unit: Still Life

Unit Length: Quarter 1

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
<p>What are some ways to create a painting with formal elements such as line, shape, color, value, form, texture and space?</p> <p>How can principles of design such as balance, contrast, emphasis, movement, pattern, rhythm, and unity be used successfully in creating still life?</p>	<p>Students will use various elements such as line, shape, color, value, form, texture, and space along with principles such as balance, contrast, emphasis, movement, pattern, rhythm, and unity to create still life paintings on a 2D surface.</p>	9.1.12.E,K	<p><u>Still Life</u></p> <p>Students will utilize traditional or digital techniques to create a still life painting that uses a combination of art elements and principles that work together to create a successful still life painting. The work demonstrates an understanding and ability to manipulate these concepts.</p> <p>Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)</p>
<p>How can traditional and digital processes and techniques be used to create a still life painting?</p>	<p>Students will use traditional or digital processes and techniques to create a still life painting.</p>		
<p>How do artists care for and maintain materials, tools, and equipment?</p> <p>.</p>	<p>Students will know and apply proper ways to care for and maintain materials, tools, and equipment.</p>	9.1.12.H	<p>Students will utilize proper use, care, maintenance, and storage of all materials, tools, and equipment.</p>

Advanced Painting

Unit: Landscape

Unit Length: Quarter 1

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
What are some ways to create a landscape painting with formal elements such as line, shape, color, value, form, texture, and space?  How can principles of design including balance, contrast, emphasis, movement, pattern, rhythm, and unity be used successfully in a landscape painting?  How can atmospheric perspective be used in landscape painting?	Students will use various elements such as line, shape, color, value, form, texture and space along with principles such as balance, contrast, emphasis, movement, pattern, rhythm, and unity to create a landscape painting that also demonstrates the use of atmospheric perspective in painting.	9.1.12.E,K	<u>Landscape</u>  Students will utilize traditional or digital techniques to create a landscape painting that displays evidence of thoughtful use of the elements and principles with an understanding of atmospheric perspective within the painting.  Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)
How can traditional and digital processes and techniques be used to create a landscape painting?	Students will use traditional or digital processes and techniques to create a landscape painting.		
How do artists care for and maintain materials, tools, and equipment?	Students will know and apply proper ways to care for and maintain materials, tools, and equipment.	9.1.12.H	Students will utilize proper use, care, maintenance, and storage of all materials, tools, and equipment.

Advanced Painting

Unit: Narrative or Observational Painting

Unit Length: Quarter 2

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
<p>How can color be used to communicate ideas in painting?</p> <p>What are some implications of the cultural, social, and personal effects of color?</p>	<p>Students will understand various ways color can be used to communicate ideas and how color can affect or influence cultural, social, and personal views.</p>	<p>9.1.12.A</p>	<p><u>Narrative or Observational Painting</u></p> <p>Students will create a painting that uses color to communicate ideas and displays strong evidence of an overall understanding of the social, cultural, and personal effects of color in a narrative or observational painting.</p> <p>Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)</p>
<p>How do artists care for and maintain materials, tools, and equipment?</p>	<p>Students will know and apply proper ways to care for and maintain materials, tools, and equipment.</p>	<p>9.1.12.H</p>	<p>Students will utilize proper use, care, maintenance, and storage of all materials, tools, and equipment.</p>

Advanced Painting

Unit: Portraits

Unit Length: Quarter 2

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
<p>How can the formal elements of art such as line, shape, color, value, form, texture, space be used to create a portrait?</p> <p>How can the principles of design such as balance, contrast, emphasis, movement, pattern, rhythm, and unity be used to develop a portrait?</p> <p>What is the difference between representational and non-representational painting?</p>	<p>Students will use formal elements such as line, shape, color, value, form, texture, and space along with principles such as balance, contrast, emphasis, movement, pattern, rhythm, and unity to create a representational and non-representational portrait painting of themselves or someone else.</p>	9.1.12.E, K	<p><u>Portrait</u> (Representational &amp; Non Representational)</p> <p>Students will utilize traditional or digital techniques to paint a portrait that shows evidence of good use of the elements and principles of design in crafting a portrait. The work demonstrates an understanding of representational or non representational portraits in traditional or digital painting media. This painting may be done collaboratively.</p> <p>Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)</p>
<p>How can traditional and digital processes and techniques be used to paint a portrait?</p>	<p>Students will use traditional or digital processes and techniques to paint a portrait.</p>		
<p>How do artists care for and maintain materials, tools, and equipment?</p>	<p>Students will know and apply proper ways to care for and maintain materials, tools, and equipment.</p>	9.1.12.H	<p>Students will utilize proper use, care, maintenance, and storage of all materials, tools, and equipment.</p>

Advanced Painting

Unit: Artist Studies

Unit Length: Quarter 3

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
How does studying and/or creating art enrich our lives?	Students will articulate how their life is enriched by studying or creating art.	9.2.12.A, D 9.3.12.A	<u>Artist Project</u>  Students will prepare and deliver a presentation or project relative to an exploration of historical and cultural events specific to a selected artist and time period. The paper or project clearly depicts and defines an artist biography, work methods, critiques, and visual examples and includes a reflection on the impacts, response, or point of view.  Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)
How are artists viewed by critics?	Students will be able to explain how artists have been portrayed by critics.		
How does knowing the context, histories, and traditions of art forms help us to create works of art and design?	Students will explain how historical events and the culture of the time period influenced and led to the creation of a particular piece of art.		
What can we learn from our responses to art?	Students will construct and compare a point of view.		
How do artists care for and maintain materials, tools, and equipment?	Students will know and apply proper ways to care for and maintain materials, tools, and equipment.	9.1.12.H	Students will utilize proper use, care, maintenance, and storage of all materials, tools, and equipment.

Advanced Painting

Unit: Theme Painting

Unit Length: Quarter 3

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
<p>What are some ways that artists can use subject matter, formal decision making, and social context to communicate and interpret ideas or themes?</p> <p>How can traditional and digital processes and techniques be used to create a successful thematic painting?</p>	<p>Students will be able to use subject matter and formal decision making to communicate an idea or theme through traditional or digital media.</p>	<p>9.1.12.E, K 9.3.12.B</p>	<p><u>Theme Painting</u></p> <p>Students will utilize traditional or digital techniques to create a painting that displays evidence of an intense exploration of subject matter, formal decision making, and social context and media to communicate an idea or theme. Students will include a method to evaluate the effective communication of the idea or theme.</p> <p>Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)</p>
<p>How do artists determine whether a particular direction in their work is effective?</p>	<p>Students will identify methods for artists to evaluate the effectiveness in communicating an intended direction, idea, or theme.</p>		

Advanced Painting

Unit: Art Careers

Unit Length: Quarter 4

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
<p>What are some ways that art is a career path?</p> <p>How do artists gain employment or receive compensation for artwork?</p> <p>How do artists grow and become accomplished in art forms?</p>	<p>Students will identify careers involving artistic creation, recognize various ways to be employed/compensated, and determine ways to grow professionally.</p>		<p><u>Careers in Art</u></p> <p>Students will collect and present information (field of study, compensation, and growth prospects) related to a career field that includes artistic creation. A detailed report of findings is outlined in written or displayed in project form.</p> <p>Sketchbook, Project/Paper Evaluation (directions, craft, concept, use of principles)</p>



Advanced Painting

Unit: Portfolio Development

Unit Length: Quarter 4

ESSENTIAL QUESTION- ESSENTIAL CONTENT	PERFORMANCE OBJECTIVES	STANDARDS/ ANCHORS	ASSESSMENT/ ACTIVITY
What are some ways to create an art portfolio or exhibit pieces?  What are some platforms available for artists to use to create a portfolio?	Students will specify options to create a portfolio/exhibit and identify various platforms.	9.1.12.I 9.1.12.J	<u>Portfolio Development</u>  Students may contribute to building a portfolio in a format of choice (physical or digital platform).  There is evidence of student exploration of various portfolio platforms. Student work is successfully organized and includes a reflection on the artist's intentions.  Project/Paper Evaluation (directions, craft, concept, use of principles)
What criteria are considered when selecting work for presentation, a portfolio, or a collection?	Students will be able to evaluate pieces to include in a presentation, collection, or portfolio.		
How are artist intentions used in a portfolio context?	Students will be able to explain their selection process for including items in a portfolio and describe how/why the pieces were created.		