














Painting II (Master)









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Painting II

Content	Skills (CFA)	Learning Targets	Assessment (CSA)	Resources & Technology
<p> 5.A.1.1 5. Visual Arts ALL</p> <p>CEQ:</p> <ul style="list-style-type: none"> How do painters use color/ composition/ and brushes to create successful paintings? 	<p> Present</p> <p>5.9.3.5.1 5. Visual Arts HS 3. Present 5</p> <p>5.9.3.6.1 5. Visual Arts HS 3. Present 6.</p> <p>5.9.3.6.2 5. Visual Arts HS 3. Present 6</p>	<p> CREATE</p> <p>5.9.2.2.1 5. Visual Arts HS 2. Create 2.</p> <p>5.9.2.2.2 5. Visual Arts HS 2. Create 2</p> <p>5.9.2.3.1 5. Visual Arts HS 2. Create 3.</p> <p>5.9.2.3.2 5. Visual Arts HS 2. Create 3</p> <p>5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p>	<p> Respond</p> <p>5.9.4.7.1 5. Visual Arts HS</p> <p>5.9.4.8.1 5. Visual Arts HS 4.</p> <p>5.9.4.8.2 5. Visual Arts HS 4.</p>	<p>Text: Davis - Painting</p> <p>Minnesota Originals videos (MNO)</p> <p>Scholastic Arts Magazine Minneapolis Institute of Art</p> <p>Walker Art Museum</p> <p>The Minnesota Historical Society</p> <p>Supplemental material - powerpoints, youtube, visuals, and work samples.</p>
<p>UEQ:</p> <ul style="list-style-type: none"> What is Paint and what are the tools of a painter? What were the Paints that we used in Painting I What are the new Paints you will be using in Painting II? <p>A. Review/ New A1. Pigment/ Vehicle/ Binder/</p>	<p>A. Review  Present</p> <p>A1. Understand the Pigments/ Vehicles/ Binders/ Mediums/ and tools of painting. Understand how one uses each and why it is important to understand how they interact to create color and paint. A2 Create one watercolor studies A3. Create one Tempera studies</p>	<p>A. Review  CREATE</p> <p>A1. I understand the variety of Pigments/ Vehicles/ Binders/ Mediums/ and tools of painting and understand how one uses each and why it is important to understand how they interact to create color and paint. A2 I can create one watercolor studies A3. I can create one Tempera studies</p>	<p>A. Review  Respond</p> <p>A1 Tempera A1.1 Monochromatic tempera A1.2. Analogous tempera A1.3 Full Color tempera A2. Acrylic Studies A4.1 Monochromatic Acrylic A2.2 Analogous Acrylic A2.3 Full Color Acrylic</p>	<p>A. Review A1-6 Powerpoint lecture and images A2-6. Artists: Stephen Quiller, Paul Cezanne, Audry Flack, Mark Tansey, Monet,</p>

<p>Medium/ Tools A2. Tempera A3. Watercolor A4. Acrylic A5. Mixed/ Drawing in Paint</p>	<p>A4. Create one Acrylic Studies</p>	<p>A4. I can create one Acrylic Studies</p>		
<p>UEQ:</p> <ul style="list-style-type: none"> • What is the Still Life and why is it important? • What is Color Theory? Why is it important to know to be a successful Painter <p>B. Still Life B1. Historical Perspective B2. Mixing-Color intensities B3. Color-Single object Still life B4. Analogous- Anatomy B5. Beyond Color</p>	<p>B. Still Life  Present</p> <p>B1. Understand the importance of the still life in the art world, historically and contemporary. B2. Create a Color Scale and Still Life-Acrylic B3. Create a Single Object Still Life- Acrylic B4. Create an Anatomy study incorporating analogous colors- Watercolor B5. Create a complex Still life emphasizing the depth and range of color-</p>	<p>B. Still Life  CREATE</p> <p>B1. I understand the importance of the still life in the art world, historically and contemporary. B2. I can create a Color Scale and Still Life-Acrylic B3. I can create a Single Object Still Life- Acrylic B4. I can create an Anatomy study incorporating analogous colors- Watercolor B5. I can reate a complex Still life emphasizing the depth and range of color-</p>	<p>B. Still Life  Respond</p> <p>B1. Mixing and Still Life B1.1. Color Scale B1.2 Still Life B3. Single Object Still Life B4. Anatomy Study with analogous colors B5. CA- Tempera painting emphasizing depth and range of color use</p>	<p>B. Still Life B1-5. Powerpoint presentation, Artists: Paul Cezanne, B2-6 Artists- Pieter Clauz, Ean Euglow, Audry Flack, Georgia O'keeffe</p>
<p>UEQ:</p> <ul style="list-style-type: none"> • What is a landscape and why is it important? • How can different brush techniques create expression in a landscape? <p>C. Landscape C1. Historical Perspective C2. Atmospheric Perspective C3. Composition and the</p>	<p>C. Landscape  Present</p> <p>C1. Understand the importance of the landscape in the art world, historically and contemporary. C2 Create an Acrylic Study using Atmospheric Perspective C3. Create ten compositional studies-Sketchbook C4. Create two identical landscape paintings with different brush techniques</p>	<p>B. Landscape  CREATE</p> <p>C1. I understand the importance of the landscape in the art world, historically and contemporary. C2 I can create an Acrylic Study using Atmospheric Perspective C3. I can create ten compositional studies-Sketchbook C4. I can Create two identical</p>	<p>C. Landscape  Respond</p> <p>C1. Critique C2. CA-Landscape Painting in acrylic C3. Five compositional studies in the sketchbook C4. Two landscape paintings C5. Drawing studies C6. Unusual landscape</p>	<p>C.Landscape C1-6 Powerpoint-Class Discussion C2-5 Artists-Stephen Quiller, Andrew Wyeth, Tom Thompson, Micheal Kareken, Monet, Richard Diebenkorn, Various Asian Artists. C3 - Deck the Walls</p>

<p>landscape C4. Brush technique and expression C5. Depth C6. Unusual/ creative Landscape</p>	<p>C5. Understand how depth is created using paint C6. Create a unusual/ creative landscape</p>	<p>landscape paintings with different brush techniques C5. I understand how depth is created using paint C6. I can create a unusual/ creative landscape</p>		
<p>UEQ:</p> <ul style="list-style-type: none"> • What is a Portrait and why is it important? • How do you create a successful Portrait painting? <p>D. Portrait D1. Historical Perspective D2. Facial Proportions D3. Skin Color D4. Planes/ Brush Technique and Expression D5. Large Self-Portrait D6. Portrait D7. Critique</p>	<p>D. Portrait  Present</p> <p>D1. Understand the importance of the portrait/ self-portrait in the art world, historically and contemporary. D2. Understand the facial proportions of humans D3. Understand how to mix skin colors and its variations D4. Create a painting showing the planes of the face and expressive brush technique D5. Create a Large Self-Portrait D6. Create a Portrait D7. Understand how to write a critique using the visual language.</p>	<p>D. Portrait  CREATE</p> <p>1. I Understand the importance of the portrait/ self-portrait in the art world, historically and contemporary. D2. I can paint facial proportions of humans on canvas. D3. I can mix skin colors and its variations D4. I can Create a painting showing the planes of the face and expressive brush technique D5. I can create a Large Self-Portrait D6. Create a Portrait D7. Understand how to write a critique using the visual language</p>	<p>D. Portrait  Respond</p> <p>D1. Critique D2. Theme Study D3. Mixing exercise D4. Five compositional studies in sketchbook D5. Three Paintings D6. CA-Series D7. Critique</p>	<p>D. Portrait D1-6 Powerpoint-Class Discussion D2-6 Artists- Chuck Close, Rembrandt, Van Gogh, Edward Hopper, Andrew Wyeth D3 - Deck the Walls</p>
<p>UEQ: What are the historical influences on ceramic?</p> <p> Connect</p>	<p>K. Historical</p> <p> Connect</p>	<p>K. Historical</p> <p> Connect 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p>	<p>K. Historical</p> <p> Connect 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p>	<p>K. Historical</p> <p> Connect 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p>

<p>5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p>E. Historical</p> <p>E1.Continue to understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p>	<p>5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> Present</p> <p>5.9.3.5.1 5. Visual Arts HS 3. Present 5</p> <p>5.9.3.6.1 5. Visual Arts HS 3. Present 6.</p> <p>5.9.3.6.2 5. Visual Arts HS 3. Present 6</p> <p>E1.Appraise the impact of art, an artist, or a group of artists on the beliefs, values and behaviors of a society.</p>	<p> Create</p> <p>5.9.2.2.1 5. Visual Arts HS 2. Create 2.</p> <p>5.9.2.2.2 5. Visual Arts HS 2. Create 2</p> <p>5.9.2.3.1 5. Visual Arts HS 2. Create 3.</p> <p>5.9.2.3.2 5. Visual Arts HS 2. Create 3</p> <p>5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p>E1. I can continue to identify and discuss the artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities</p>	<p> Respond</p> <p>5.9.4.7.1 5. Visual Arts HS</p> <p>5.9.4.8.1 5. Visual Arts HS 4.</p> <p>5.9.4.8.2 5. Visual Arts HS 4.</p> <p>E1. Create and expand upon an artwork that is inspired by Minnesota American Indian tribes and communities.CA/CSA</p>	<p>E1. Minnesota Historical Society.</p>
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