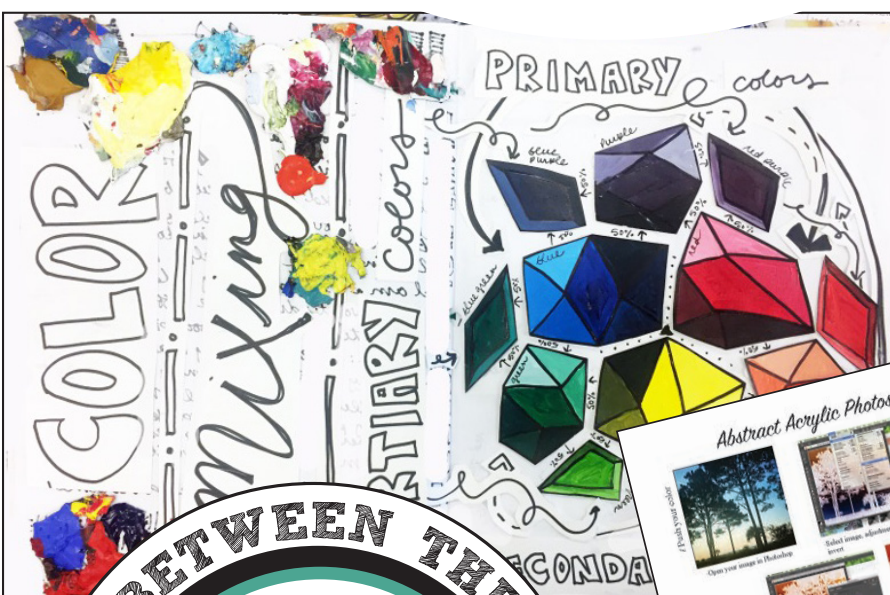


A SEMESTER OF PAINTING

MIDDLE & HIGH SCHOOL



6 PROJECTS, 12 ACTIVITIES

SEMESTER CURRICULUM

SEMESTER LONG PAINTING CURRICULUM:

12 ACTIVITIES

WEEKLY VISUAL JOURNAL PROJECT

6 PROJECTS

WATERCOLOR, ACRYLIC,
OIL, & MIXED MEDIA

EVERY SINGLE DAY PLANNED

Painting/2D Design II Time
Semester long (18 weeks)

Semester long (18 weeks)

- **INTRODUCTION: 1 day**
 - Pass out syllabus (homework grade)
 - Review class expectations, grading policy, make up work required supplies
 - They must return the signed syllabus by class Friday
 - Visual journal project (semester long project grade)
 - Explain that every Friday students will have the opportunity to work on their current project or in their visual journal.
 - There is no theme, topic, or material requirement in their journal. They can do whatever they want.
 - By the end of the semester they must have at least 12 completed journal pages.
 - They must bring in a used, hardback book by Friday for their journal. This can't be a book they want to reuse, because they will be drawing and painting in it.
 - Tell Me About You worksheet (sheet grade)
 - Have them complete the front and back of the worksheet.
 - Pick it up at the end of class
 - Claim cubby:
 - Have student claim and label their cubby. They will keep their cubby for the semester.
 - Introduce sketchbook assignment (daily work grade)
 - Manila folder designed sketchbook
- **FOLDER TO SKETCHBOOK (5 days, daily grade)**
 - Students get to design their sketchbook by decorating a manila folder, and adding white paper.
 - Manila folder and paper are hole punched and tied together.
- **VISUAL JOURNAL INTRODUCTION (semester long activity, project grade)**
 - Explain that every Friday students will have the opportunity to work in their visual journal. There is no theme, topic, or material requirement in their journal. They can do whatever they want.
 - By the end of the semester they must have at least 12 completed journal pages.
 - They must bring in a used, hardback book by Friday for their journal. This can't be a book they want to reuse, because they will be drawing and painting in it.

- If your class has never done visual journals, show them the PowerPoint and follow the lesson plan included in the visual journal project folder. If they have done visual journaling in the past, just remind them of your expectations and allow them to work independently from day one.
- **COLOR THEORY AND COLOR MIXING** (5 days, sketchbook assignment)
 - Students will use tempera paint to test color mixing on a heavy sheet of paper. They can paint in whatever shape, design, or pattern they choose. Once complete they will cut out their designs and glue them into their sketchbooks and labels for reference.
 - One day reserved for testing color mixing apps on iPads, if the technology is available.
- **ABSTRACT ACRYLIC LANDSCAPES** (3 weeks, project grade)
 - Students will bring in their own photograph or combine photographs found on internet must be altered at least 60% to base their painting on.
 - They will abstract the design, draw it on at least two canvases, and paint it in acrylic paint.
 - They can only use red, blue, yellow, black, and white. They must mix white other colors they need.
- **WATERCOLOR INTRODUCTION** (4 days, sketchbook assignment)
 - Show the Introduction to Watercolor PowerPoint and explain the first testers
 - Pass out the Watercolor Testers worksheet to complete the watercolor sketchbook assignment
 - Give students access to all materials needed to complete the watercolor testers
 - Pass out the Watercolor Landscape worksheet
 - Explain to the students they need to follow the steps on a separate sheet of watercolor paper, then cut it up and add it to their sketchbook.
 - Introduce the idea of Plein Air Painting
 - Explain to students how the invention of tubed paint suddenly allowed artists to paint outside, which had a lot of influence on the Impressionist movement.
 - Pass out the Plein Air worksheet and send the students outside with supplies to work for the remainder of the class period.
- **WHITE SPACE** (3 weeks, project grade)
 - Show the White Space PowerPoint
 - Explain to students that focuses on line, white space, and push and pull. They will create an image, as long as it has a white space.

- Show the Oil Painting Tips and Techniques PowerPoint
- Pass out the Oil Paint Testers worksheet
 - Have students work on the steps, once finished at to their sketchbooks.
- Emphasize studio safety and clean up when working with oil paint.
- If on a budget, switch to acrylic paint.
- ARTIST INSPIRATION OIL PAINTING (4 weeks, project grade)
 - Show Artist Inspiration PowerPoint
 - Explain the project and show examples of how the project will be done by another artist.
 - Pass out Artist Research worksheet
 - Have students research artists and styles and fill in the worksheet.
 - Have students complete sketch and get started on their final project.
- FINAL PROJECT (3.5 weeks, project grade)
 - Show the final project PowerPoint reviewing the project semester.
 - Explain that students can "redo" a project from the semester if they want something completely different. It is up to them to redo the project.
 - Have students complete sketches and get started on their final project.

Completed work at the end of
the semester:

- Daily work:
 - All About Me Worksheet
 - Sketchbook
 - Abstract Acrylic Critique
 - Watercolor and white space critique
 - Pear painting in progress critique
 - Artist inspiration critique
 - Final project artist statement
- Homework:
 - Signed syllabus
 - Bring in visual journal book
- Sketchbook assignments:
 - Color mixing and color theory
 - Abstract acrylic project prep
 - Watercolor testers
 - Watercolor landscapes
 - Plein air watercolor
 - Watercolor and white space project prep
 - Oil paint notes and testers
 - Artist inspiration research
 - Artist inspiration project prep
 - Final project prep
- Projects:
 - 12 visual journal pages
 - Abstract acrylic painting
 - Watercolor and white space painting
 - Oil paint study
 - Artist inspiration oil painting
 - Final project

PAINTING/2D DESIGN SUPPLY LIST
For 12 projects, sketchbook, and visual journal

For 12 projects, sketchbook, and visual journal

- FOLDER TO SKETCHBOOK**
- Manila folder sketchbook
 - Manila folders
 - Hole punch
 - String
 - Computer paper
 - Scissors
 - Decorating supplies
 - Construction paper
 - Collage paper
 - Magazines
 - Scissors
 - Paint brushes
 - Watercolor
 - Acrylic paint
 - Sharpies
 - Colored pencils
 - Pencils
 - Pens
 - Rubber cement
 - Hot glue
 - Elmer's glue
 - Mod Podge
 - Additional 2D supplies
- VISUAL JOURNAL**
- Have student bring in a used, hardback book
 - Construction paper
 - Collage paper
 - Magazines
 - Scissors
 - Paint brushes
 - Watercolor
 - Acrylic paint
 - Sharpies
 - Colored pencils
 - Pencils
 - Pens
 - Rubber cement
 - Hot glue
 - Elmer's glue
 - Mod Podge
 - Additional 2D supplies

- Tempera paint: red, yellow
- Watercolor

- Watercolor paper, or thicker paper like poster board
 - Paint brushes, varying sizes
 - Water cups
 - Black sharpies
 - Pencils
 - Scissors
 - Hot glue gun and glue sticks
 - Ipads (if available)
- ABSTRACT 4

ABSTRACT ACRYLIC

- Range of canvas sizes (12"x12", 8"x8", 6"x6", 9"x12", 12"x16", 8"x10")
- If on a budget, a range of heavy paper sizes (watercolor or poster board)
- Acrylic paint: red, yellow, blue, black, white, additional colors that are needed such as bright pink, teal, etc.)
- Paint brushes, varying sizes
- Palettes

- Watercolor paper

- Watercolor paper
- Watercolor paint
- Paint brushes, varying sizes
- Palettes
- Water cups
- Waterproof pens
- Salt
- Masking fluid
- Rubbing alcohol
- Plastic wrap
- Hot glue gun
- Hot glue sticks

- Watercolor paper (8"x10"-9"x12")
- Watercolor paint
- Paint brushes

- Watercolor paper (8"x10"-9"x12")
- Paint brushes, varying sizes
- Palettes
- Water cups
- Waterproof pens
- Salt
- Masking fluid
- Rubbing alcohol
- Plastic wrap

- Watercolor painting

- Watercolor paper
 - Gesso
 - India ink
 - String
 - Palettes
 - Paintbrushes, a variety of sizes
 - Palette knives, a variety of shapes and sizes
 - Jars for various supplies below
 - Turpentine or Mineral spirits
 - Linseed oil
 - Liquin
 - Galkyd
 - Varnish
 - Shop towels or rags
 - Oil paint
 - Dawn and/or brush cleaner
- ARTIST INSPIRTAIION OIL PAINTING
- Computer (for research)
 - Canvas (9"x12"-16"x20")
 - Palettes
 - Paintbrushes, a variety of sizes
 - Jars for various supplies below
 - Turpentine or Mineral spirits
 - Linseed oil
 - Liquin
 - Galkyd
 - Varnish
 - Shop towels or rags
 - Oil paint
- FINAL PROJECT
- Range of supplies depending on what the student chooses to do.

COMPREHENSIVE SUPPLY LIST
(based on a 25 student class)

(based on a 25 student class)

- ADDITIONAL SUPPLIES** (based on a 25 student class)
- OFFICE SUPPLIES
 - 25 Manila folders
 - 25 Hole punches
 - 1 ream of Computer paper
 - 5 spools of String, varying colors
 - 25 pairs of scissors
 - 3 packs of 12 black Sharpies
 - 3 packs of 12 black extra thin Sharpies
 - 3 packs of assorted color Sharpies
 - A classroom set of pencils
 - 1 pack of 12 black Pens
 - 12 bottles of Elmer's glue
 - CRAFT SUPPLIES
 - 5 packs of multicolor construction paper
 - 4 packs of various pattern collage paper
 - As many magazines as you can get
 - 2 hot glue guns
 - 4 packs of glue sticks
 - 2 matte finish Mod Podge
 - 2 gloss finish Mod Podge
 - Water cups, solo cups work great
 - 1 container of table salt
 - 1 spray bottle of rubbing alcohol
 - 1 container of plastic wrap
 - ART SUPPLIES
 - 1, 25-50 count of natural hair paint brushes, varying sizes
 - 1, 25-50 count of acrylic hair paint brushes, varying sizes
 - 1, 25-50 count of palette knives, varying sizes
 - 25 watercolor pads or 2 class packs of watercolor tubes
 - 1 gallon size acrylic paint of each color: red, blue, yellow, white, black
 - Smaller tubes of acrylic paint for additional colors you want (bright pink, etc.)
 - 10 packs of colored pencils, if you have the budget get the 250 pack of Prismas, they are worth the investment
 - 12 small Rubber cement, once out save the jars and buy the big refills
 - 1 quart of tempera paint in the following colors: red, blue, yellow, white, black
 - Watercolor paper: 1 class pack of 18"x24" paper, cut down to size as needed
 - Canvases: 10 12"x12", 8"x8", 6"x6", 9"x12", 12"x16", 8"x10", 14"x14"
 - If on a budget: poster board can be used, reorder the following as needed

TIMELINE

SEMESTER OVERVIEW & SUPPLY LIST

Painting

What do I want you to accomplish?

1. For students to develop their skills in communicating visually and verbally through two dimensions.
2. For students to gain confidence in talking about and creating works of art in two dimensions.
3. For students to learn more about themselves through art.
4. For students to expand their knowledge of artists and art historical trends and periods.

What are we going to do?

1. **Making art:** In this course you will have a chance to explore topics that focus on you, your life, and the world around you. We will use a variety of materials including watercolor, acrylic, mixed media, and oil.
2. **Talking about art:** In class we will discuss artwork, current and historic. We will also discuss your finished work.
3. **Writing about art:** Several times over the semester you will be asked to write about art. This writing will be in the form of poetry, story, a persuasive piece, or a personal narrative. Writing is meant to ENHANCE your experience and will never be used as punishment.

What am I expected to do?

The following behaviors are expected:

1. **Ambition:** If you put your heart into it, you are able to accomplish anything.
2. **Professionalism:** You are expected to behave in a professional manner. This means being on time, being your best at all times, and being respectful.
3. **Participation:** You are expected to need to participate and participate actively.
4. **Open-mindedness:** You are expected to appreciate and experiment with new ideas.

How will I be evaluated?

1. 60% of your grade will be based on your participation and your work in class.
2. 20% of your grade will be based on your work in the studio.
3. 20% of your grade will be based on your work in the classroom.

student to be responsible, helpful, kind to their peers, and overall good citizens; all of these things will be taken into account for this portion of your grade.

Grading Scale

100-90=A
89-80=B
79-70=C
69 or below=F

What happens if I miss class?

It is the responsibility of the students to make up any missed work due to an excused absence. THE TEACHER WILL NOT TELL YOU WHAT YOU MISSED: YOU MUST ASK FOR WORK. You have three days to make up any missed assignments.

What should I do with graded work?

Work to be graded is due on the day of the critique for the current unit. ALL GRADED WORK IS TO BE KEPT IN YOUR PORTFOLIO UNTIL THE END OF THE SEMESTER. At times I will take your work and display it. You have easy access to it. Once I say you can take home a project you may, but until then please do not take it home.

Tell me about you...

Name: _____

Class Schedule: _____

Grade: _____

Class	Teacher
1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	
7 th	

Favorite Food: _____

Favorite Song/Band: _____

Favorite things to do: _____

Interesting fact about yourself: _____

School Activities: _____

What do you like? (circle one)

Loud or Quiet

Potatoes, Pasta, or Push Pops

Would you rather

Lay in the

Painting Survey

1. What were some of the projects you did in 2D I/Intro/Drawing?

2. What was your favorite project/material to work with?

3. What was your least favorite project/material to work with?

4. What are you hoping to learn in this class?

5. What is your favorite type of art?

FIRST DAY OF SCHOOL
SYLLABUS &
TELL ME ABOUT YOU SHEET



Altered Books/Visual Journals
Self Expression, A Semester or Year Long Activity

BIG IDEA:

- Self Expression

ESSENTIAL QUESTIONS:

- How can you express yourself through your visual journal?
- How can you experiment with a range of materials in your visual journal?
- How can you balance text and imagery in your visual journal designs?

OBJECTIVES: Students will...

- Consider how to express themselves through their visual journal.
- Create pages that reflect their goals, daily life, and interests.
- Use a variety of art making techniques in their visual journal.

STANDARDS:

Middle School:

- ART:**
 - Visual Art: Creating, Grade 6, VA-C6.2.6: Formulate an artistic investigation of personally relevant content for creating art.
 - Visual Art: Creating, Grade 7, VA-C7.2.7: Develop criteria making a work of art or design to meet an identified goal.
 - Visual Art: Creating, Grade 8, VA-C8.2.8: Collaboratively investigate an aspect of present day life using a variety of materials and techniques.

High School:

- ART:**
 - Visual Art: Creating, VA-C9.1.1.HS: Use multiple approaches to begin creative endeavors. <http://www.nationalartsstandards.org>
 - Visual Art: Creating, VA-C9.2.HS: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. <http://www.nationalartsstandards.org>
 - Visual Art: Creating, VA-C9.3.HS: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and execute a work of art or design. <http://www.nationalartsstandards.org>
 - Visual Art: Creating, VA-C9.4.HS: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. <http://www.nationalartsstandards.org>

SUPPLIES: This project is created as a weekly assignment for an entire semester or yearlong course. Supplies will vary depending on the assignment. Below are supplies I use throughout the duration of the project.

Visual Journal Information

Resources:

- Cloth-Paper Scissors: <http://www.clothpaperscissors.com/>
- Look Between the Lines: <http://www.lookbetweenthelines.com>
- Balter Designs: <http://balterdesigns.typepad.com/>

Supplies:

- Hardback books with strong binding
- Scissors and Xacto knives
- Magazines (students will use a lot of magazines for inspiration)
- Newspaper
- Pattern paper
- Watercolor
- Colored pencils
- Bleeding tissue paper (must be bought from an art store, normal tissue doesn't bleed)
- Sharpies (thin, extra fine, multi colored, sharpies galore!)
- Letter stamps
- Making tape
- Spray paint
- Mud podge (learn how to do mud podge transfers here: <http://www.wikihow.com/Create-Mud-Podge-Transfers>)

VISUAL JOURNAL
ASSIGNMENT SHEET

While you are continuing your education through e-learning you will complete 2 visual journal spreads at home for a project grade.

- Your visual journal design must go across the spread of the book, or two facing pages. That means your design will cover four individual pages in your book.
- It must be mixed media, using at least two different materials (for example: pencil and marker, magazine collage, masking tape, and Sharpies).
- For ideas, look online for visual journal examples.
- For help with visual journal techniques, read through the 10 visual journal tips handouts.

You will check in with your teacher with a progress update. Snap a picture of your pages and let them know how you are doing and if you have any questions.

E-mail your teacher at: _____

Check in by: _____

BACK TO SCHOOL:
When you return to school please bring your visual journal with your 2 completed pages.

Visual Journal Project Rubric

Category	Expectations	Possible Points	Comments	Score
Pages	Visual journal has at least 12 completed pages for a semester long course, 24 for a yearlong course. The pages are interesting, creative, and well-completed.	30		
Use of Material	The visual journal exhibits a range of material experimentation, and a range of techniques.	20		
Expression	The artist expressed himself or herself in the visual journal. The pages reflect a personal and individual voice.	15		

VISUAL JOURNAL

SEMESTER LONG PROJECT

TIMELINE, LESSON PLAN, TEACHER

INSTRUCTIONS, PRESENTATION, RUBRIC



Folder to Sketchbook

BIG IDEA:

- Creating something new out of something old

ESSENTIAL QUESTIONS:

- How can you transform the manila folder into something that reflects you?
- What is a quote or saying that sums up you or your goals for the year?
- How is your sketchbook a tool for learning in art class?

OBJECTIVES: Students will...

- Create a sketchbook from a manila folder.
- Consider how to visually and verbally reflect themselves in their sketchbooks.
- Use their sketchbook to prepare for projects for the remainder of the semester.

STANDARDS:

Middle School:

- ART:**
 - Grade 6, Creating: VA-Cr1.2.6 Formulate an artistic investigation of personally relevant content for creating art.
 - Grade 6, Creating: VA-Cr2.1.6 Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
 - Grade 7, Creating: VA-Cr2.1.7 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
 - Grade 8, Creating: VA-Cr2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

High School:

- ART:**
 - Creating, proficient: VA-Cr1.1.HSI Use multiple approaches to begin creative endeavors.
 - Creating, proficient: VA-Cr2.1.HSI Engage in making a work of art or design without having a preconceived plan.

- Scissors
- Paint brushes
- Watercolor
- Acrylic paint
- Sharpies
- Colored pencils
- Pencils
- Pens
- Rubber cement
- Hot glue
- Elmer's glue
- Mod Podge
- Additional 2D supplies

PRODUCT:

- Completed sketchbook

PRINTABLES:

- How to instructions
- Rubric

IMPLEMENTATION:

DAY 1: Introduction (50 minute class)

- Show the Folder to Sketchbook PowerPoint
 - Interact with students as you go through the slides.
 - Ask if anyone has ever made a book before
 - As you go through the steps ask students questions: What is your favorite color? How would you define your style? What is your favorite song?
- Pass out the print out of instructions.
- Allow students to gather supplies for the project.
- Float the room as they work.

Remind students today is the last day to work on their sketchbooks, they are due at the end of class.

Help students finalize their sketchbooks, tie everything together, add their text, do a final coat of Mod Podge.

Name: _____

Folder to Sketchbook Rubric

Category	Possible Points	Comments:	Score
Design: The design reflects the student; the folder is completely covered inside and out. All elements are glued down well.	50		
Text: The student included a quote, lyric, saying, or similar inside their book. Text is clean and artistically included.	10		
Book: The sketchbook	10		

FOLDER TO SKETCHBOOK
Instructions

SUPPLIES:

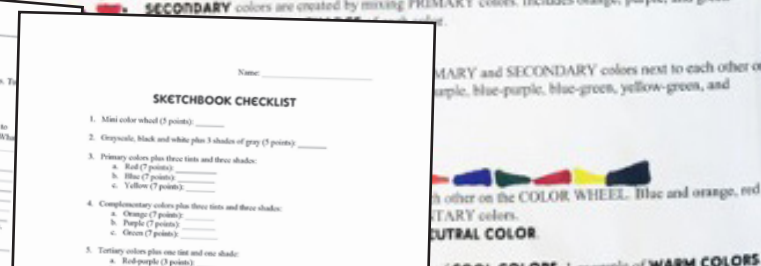
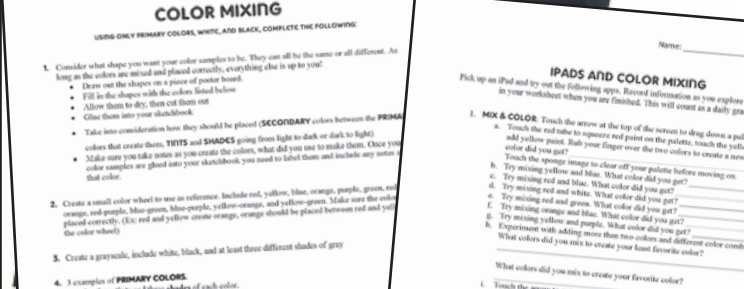
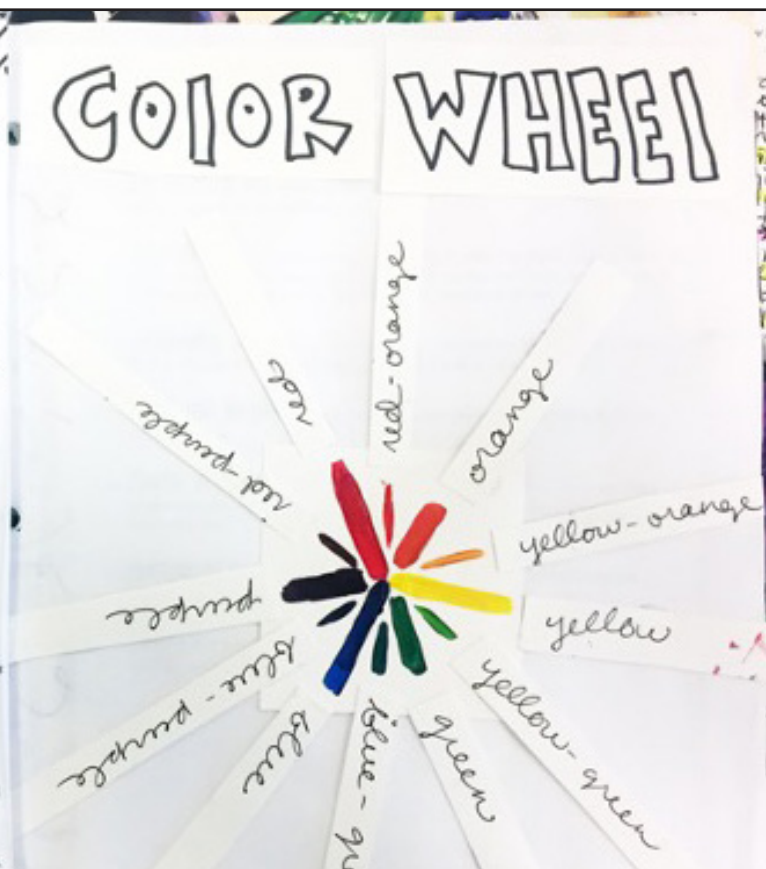
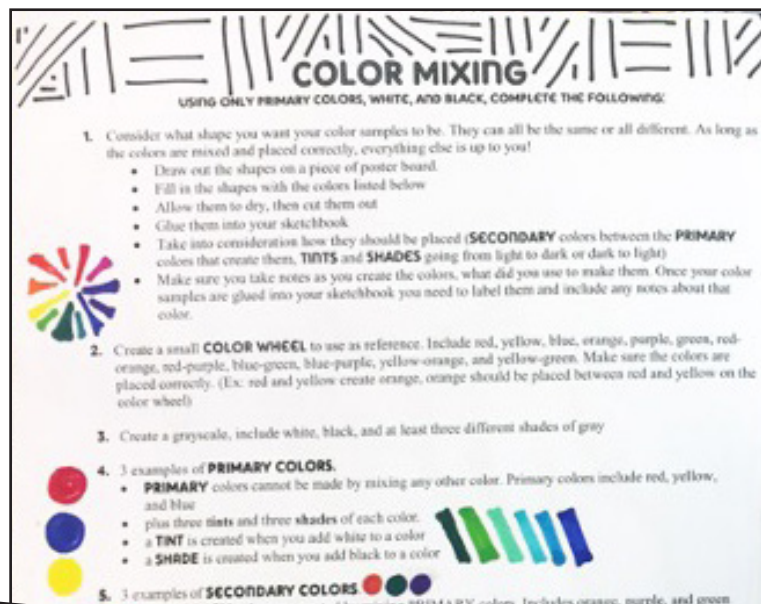
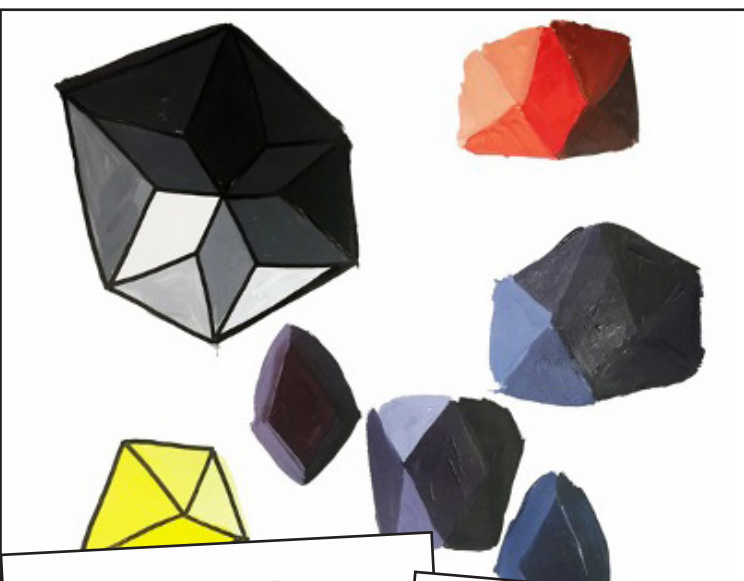
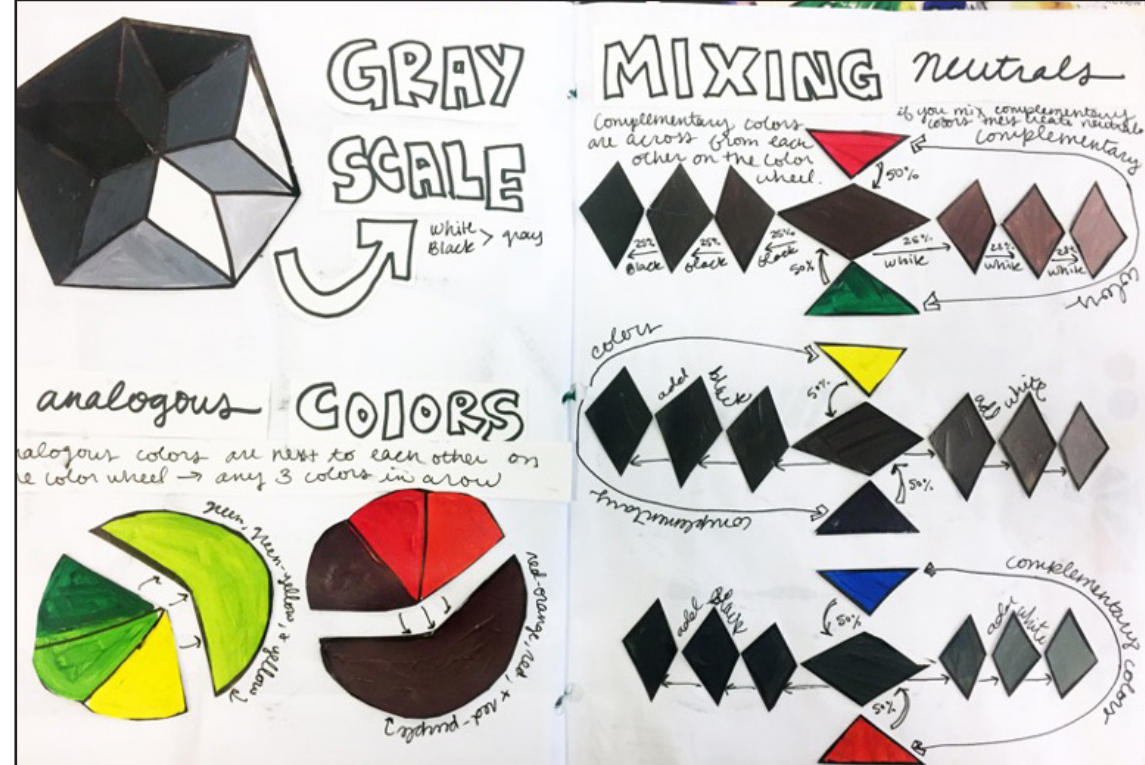
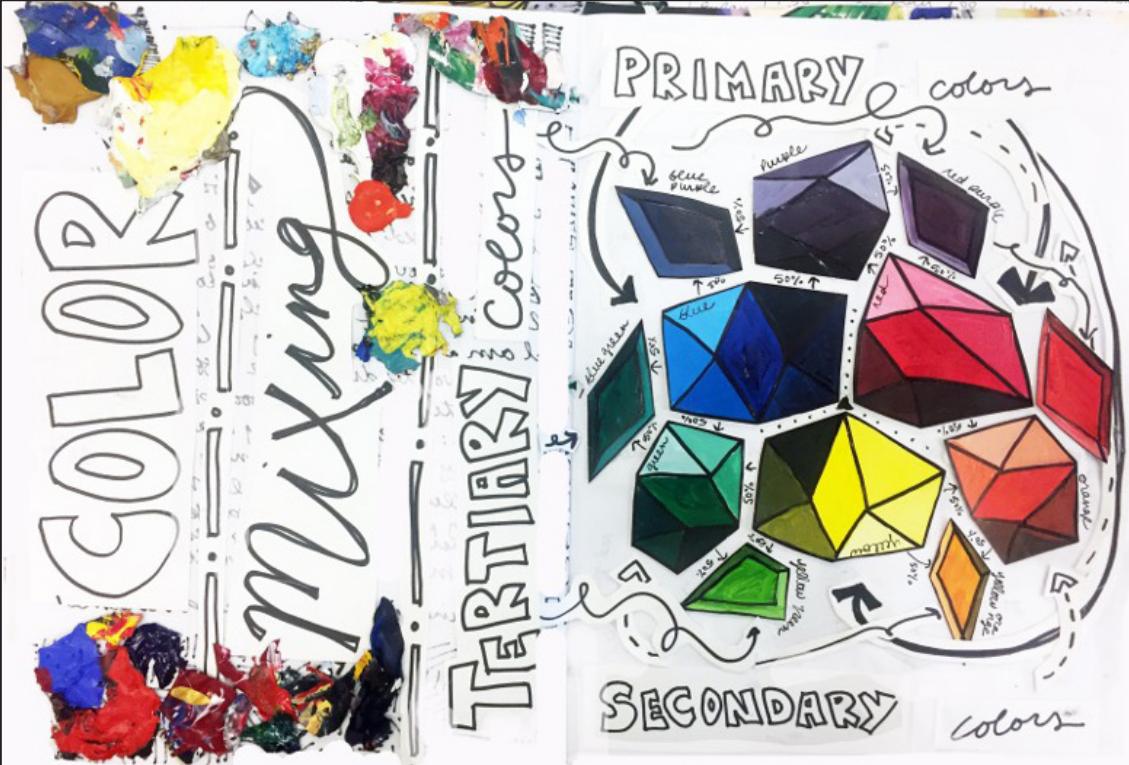
- 1 manila folder
- A stack of computer paper
- Hole punch
- Glue
- Scissors
- Decorating supplies
- String

HOW TO:

- Place your paper inside your folder. Make sure the paper is pushed up against the fold and centered in the folder.
- Hole punch the entire stack. Close the folder with the paper inside and hole punch just on the inside of the front cover, along the fold line. Make sure the white paper is getting hole punched as well.
 - If you can't get through your entire stack, hole punch the front, place the paper inside and trace the circle. Hole punch the tracing. Repeat for each section of paper until everything

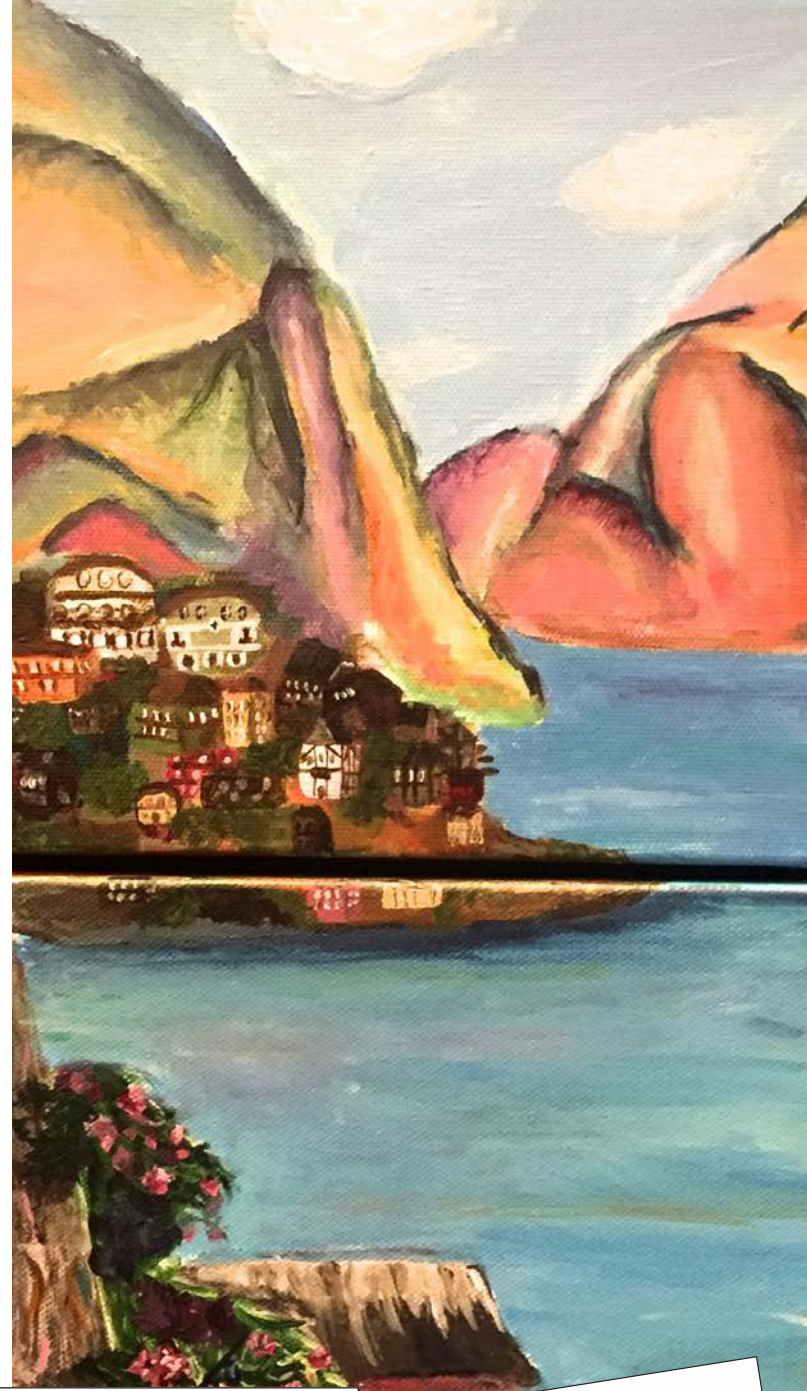
FOLDER TO SKETCHBOOK

1 PROJECT: LESSON PLAN, RUBRIC, PROJECT HANDOUT



COLOR THEORY SKETCHBOOK

LESSON PLAN, PRESENTATION, HANDOUT, CHECKLIST



Abstract Acrylic Landscapes
Introduction to Abstract Art

BIG IDEA:

- Introduction to Abstract Art

ESSENTIAL QUESTIONS:

- How can you use only primary colors to create the rest of the colors you need?
- How can you create a work of art that spans multiple canvases while maintaining a focal point?

OBJECTIVES: Students will...

- Abstract a photograph to use as inspiration for their project.
- Apply their knowledge of color mixing by only using primary colors, black or white, to create colors for their painting.
- Create an abstract painting of a landscape that uses at least two canvases.

STANDARDS:
Middle School

SUPPLIES:

- Computer (for photo editing and presentation)
- Photoshop (or photo editing program)
- Range of canvas sizes (12"x12", 8"x8", 6"x6", 9"x12", 12"x16", 8"x10")
- If on a budget, a range of heavy paper sizes (watercolor or poster board)
- Acrylic paint: red, yellow, blue, black, white (additional colors that are difficult to mix if needed such as bright pink, teal, etc.)
- Paint brushes, varying sizes
- Palettes
- Water cups
- Hot glue gun, glue sticks
- Pencils
- 3 different colors of Post-it notes

PRODUCT:

- 3 abstracted photos
- 4 sketches and notes in sketchbook
- Abstract acrylic painting

Abstract Acrylic Photoshop Tips

Push your color

Open your image in Photoshop

Select image, adjustments, invert

Drag the saturation slider bar to intensify the color

Select image, adjustments, hue/saturation

Play around with the hue slider options in the "hue/saturation" dialog box

Name: _____

Abstract Acrylic Critique

Take a look at the abstract paintings. Select a different work of art for each question below.

1. Take a step back from the paintings. Which one jumps out at you first? Why?

2. Take a closer look. Which painting most successfully abstracts the landscape? What makes it successful? Place a blue post it next to this work of art.

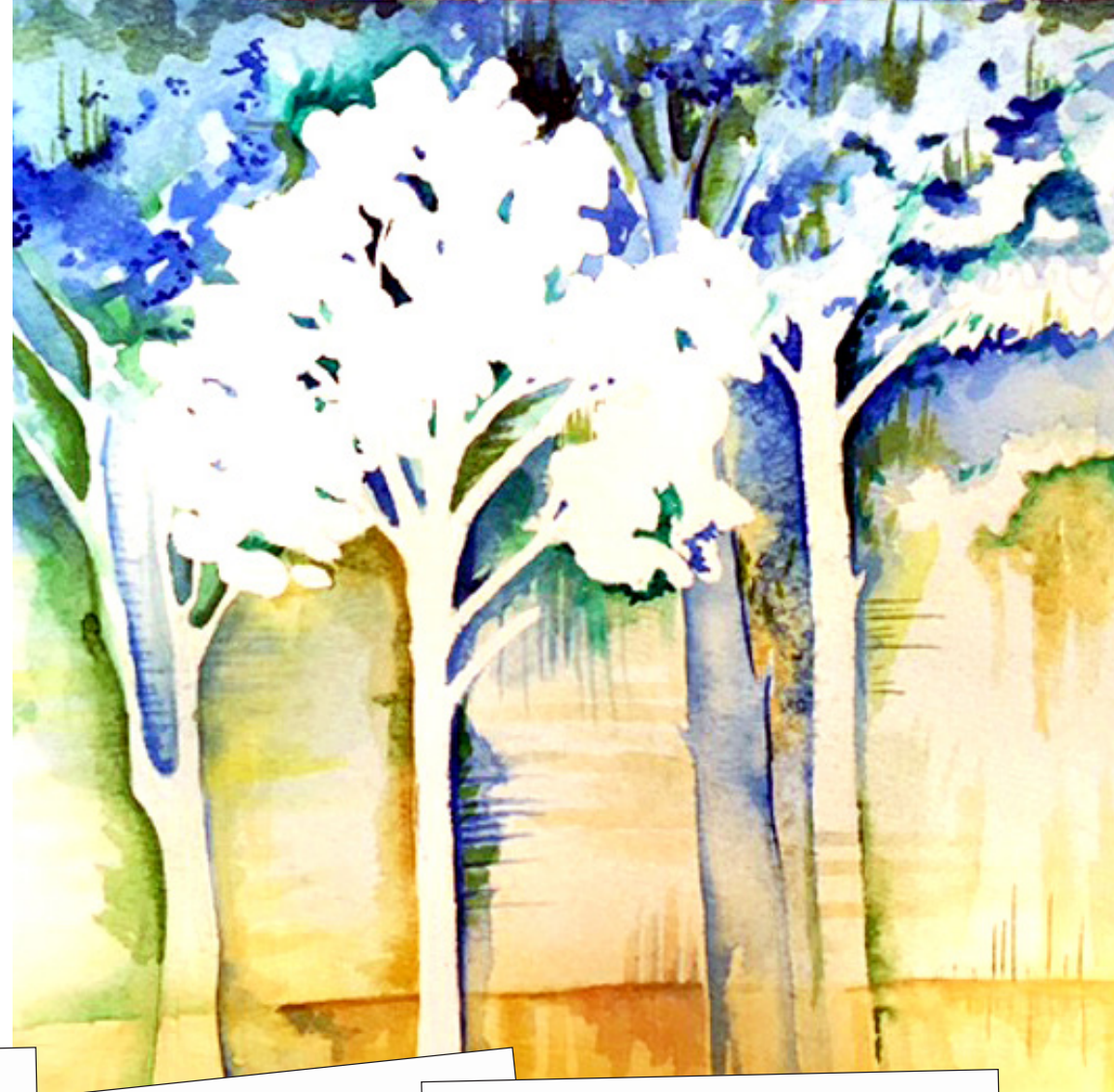
Name: _____

Abstract Acrylic Landscape Rubric

Category	Possible Points	Comments	Scores
The landscape is successfully abstracted, whether or not it is full or partial abstraction. A focal point is maintained	30		
The student mixed all colors using	20		

ABSTRACT LANDSCAPE

LESSON PLAN, PRESENTATION, HANDOUT, CRITIQUE, & MORE



Name: _____

Watercolors and White Space Critique

- Walk around the room and carefully look at each work of art. Consider
 - Which ones have a strong focal point?
 - Which ones have good use of white space?
 - Which ones have good use of line?
- Which work of art stands out most? Why?

- What are two techniques used by your peers that you could apply to your own work of art?

- Look at each work of art and decide what the strongest part of the painting is: focal point, white space, or line. Place one corresponding critique square per work of art in the envelope next to the work of art.

Watercolor and White Space
Figure/Ground Relationship

BIG IDEA:

- Introduction to watercolor and figure/ground relationship

ESSENTIAL QUESTIONS:

- How can you emphasize line in your work of art?
- How can you emphasize white space in your work of art?
- How can you push the relationship between the figure and the ground in your image?

OBJECTIVES: Students will...

- Apply their knowledge of watercolor techniques to a watercolor painting.
- Focus on use of line and white space to create a strong focal point.
- Push the relationship between the figure and the ground in their painting.

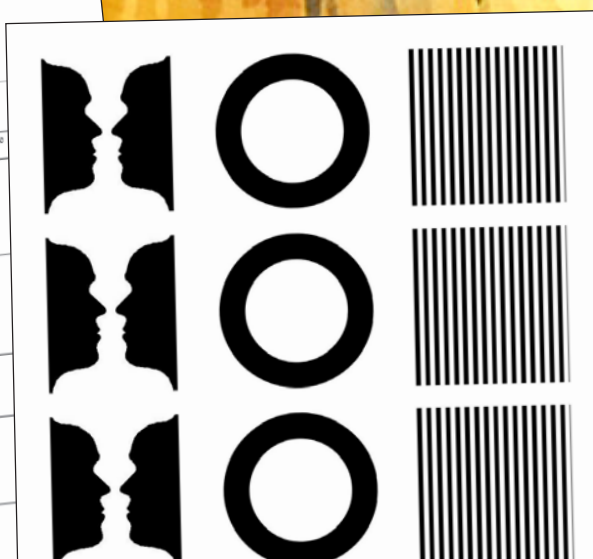
STANDARDS:
Middle School:

- ART:**
 - Grade 8, Creating: VA-Cr1.2.8 Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
 - Grade 8, Creating: VA-Cr2.2.8 Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
 - Grade 8: VA-Cr2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
- ART:**
 - Creating, Accomplished: VA-Cr2.1.HSIII Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
 - Creating, Advanced: VA-Cr2.2.HSIII Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of

Name: _____

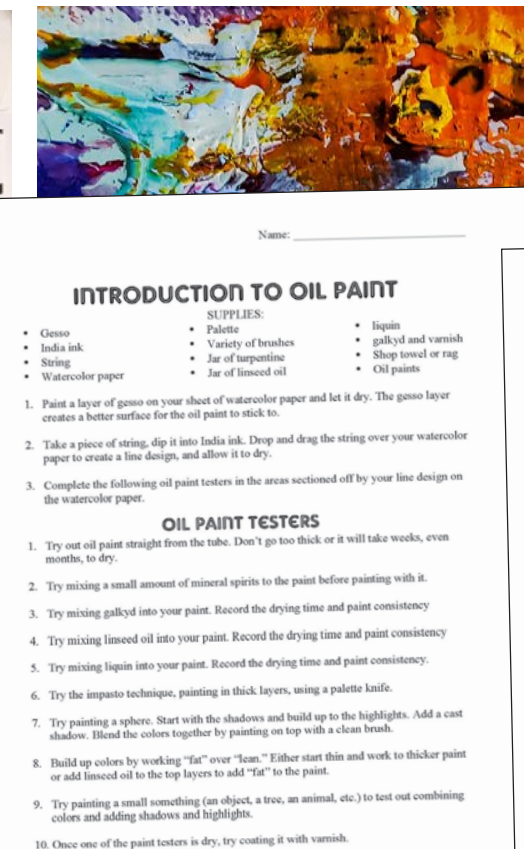
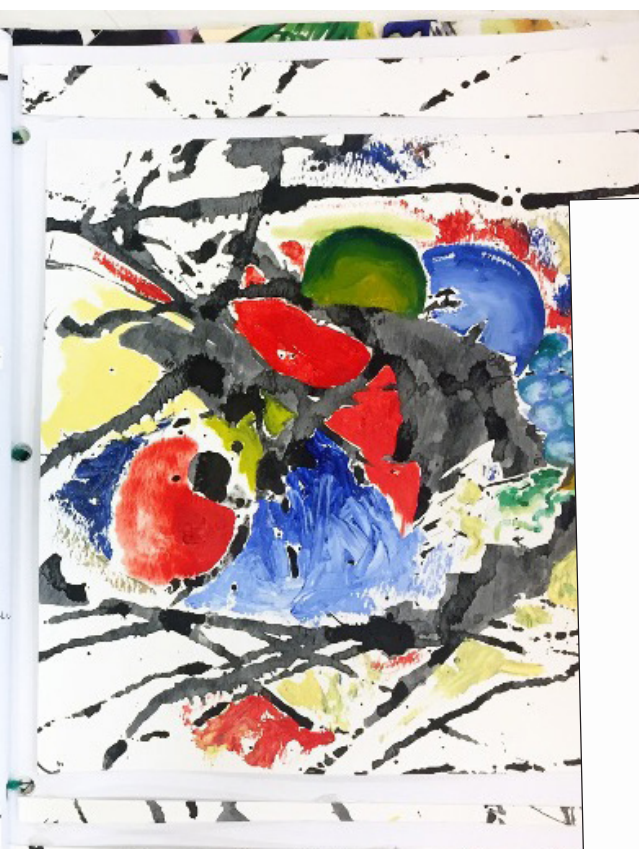
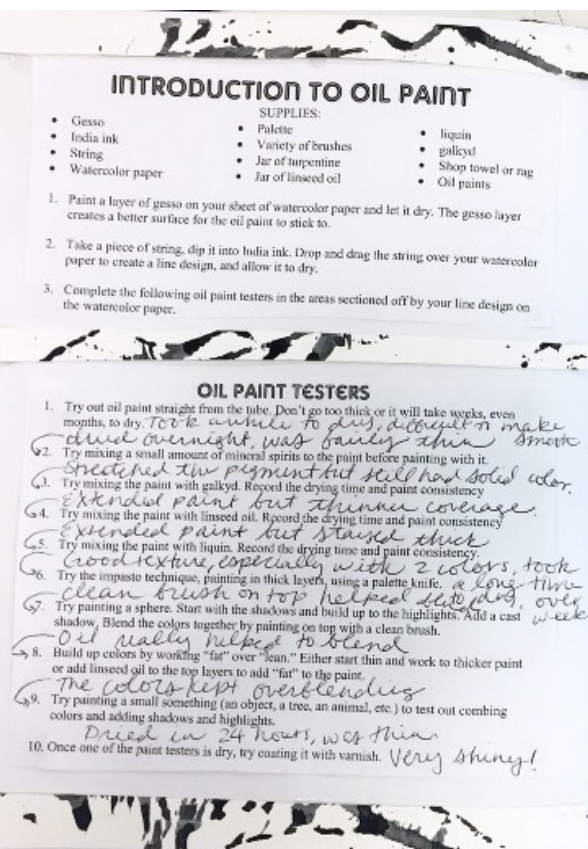
Watercolors and White Space Rubric

Category	Possible Points	Comments:	Score
There is a strong use of line in the work of art that helps draw the viewer's eye to the focal point.	20		
There is good use of white space that helps push the focal point. The white space is a well thought out portion of the design.	20		
There is a push between the figure and the ground relationship.	20		
Craftsmanship: The artist thought ahead while painting, multiple watercolor techniques were used.	15		
Creativity: the painting	15		



WATERCOLORS & WHITE SPACE

LESSON PLAN, PRESENTATION, CRITIQUE, & RUBRIC



INTRO TO OIL PAINTING

1 SKETCHBOOK ACTIVITY

2 MINI PAINTINGS



ARTIST INSPIRATION OIL PAINTING LESSON PLAN, PRESENTATION, ARTIST RESEARCH, & RUBRIC

Final Project

What is your style?

BIG IDEA:

- What is your style?

ESSENTIAL QUESTIONS:

- What type of painting did you enjoy most this semester?
- What project assignment did you enjoy most?
- What type of art interests you?

OBJECTIVES: Students will...

- Consider what projects they have completed this semester, and think about they liked and disliked.
- Design their own project, including size, material, and subject matter.
- Participate in a class discussion about their finished project.

STANDARDS:

Middle School:

- ART:

- Creating, Accomplished: VA:Cr1.1.HSII, Individually or collaboratively formulate new creative problems based on student's existing artwork.
- Creating, Advanced: VA:Cr2.2.HSIII, Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
- Responding, Accomplished: VA:Re7.1.HSII, Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

SUPPLIES:

- Range of supplies depending on what the student chooses to do.
- Have all supplies used for past projects available.
- Make students aware of any limitation of supplies

PRODUCT:

- Final Project (project grade)
- Artist statement (participation grade)

- Have students continue to work on their sketches.
- Once they have sketches complete, review them and help them decide what size to do it and what material to use.
- Once they are ready to get started, let them get to work.
- Float the classroom and help as needed.
- Keep a close eye on studio safety and proper clean up.
- The last five minutes of class have them clean up.

DAY 3-16: Studio time

- Have students get started on their artwork as soon as class starts.
- Float the classroom and help as needed.
- Make sure students are practicing studio safety and are properly caring for supplies.
- Allow students to clean up the last five minutes of class.

DAY 20: Critique and submit

- When students arrive in class, have them place their finished projects on a bulletin board, at the front of the room, or together on a tabletop (this will vary depending on how your room is set up. The goal is to display all work together).
- Tell students they will participate in a class discussion about the projects. You expect everyone to talk at least once, you want to hear from everyone.
- Ask questions to help guide the conversation, note anyone who does not participate and reflect that in their participation grade.
 - Which work of art stands out first, why?
 - Is there a new technique you haven't seen before?
 - Is there subject matter you haven't seen before?
 - What is something you can learn from one of your classmates?
 - What is something you can learn from one of your classmates?
- Have students work on their artist statements (why did you choose the material and subject matter that you did, etc.)
- When their statements are completed, have them print them out and turn them in with their final project.

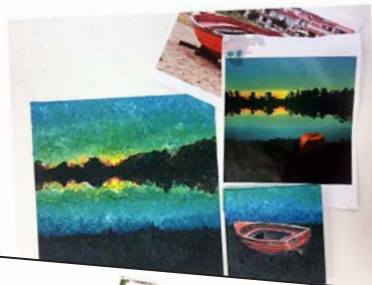
willingness to experim
ns, and meanings that e

Final Project Rubric

Category	Possible Points	Comments:	Score
The subject matter is interesting, has a strong focal point, good balance, and fits with the material that was chosen.	30		
The material chosen was well executed, properly used, and created a strong work of art.	30		
Studio safety and proper clean up of materials was practiced.	10		
Craftsmanship: The artist thought ahead while painting, overall the painting is neat.	10		
Creativity: the painting has a strong design, is well balanced, and is interesting to look at.	10		
Effort: You spent your time wisely and put a lot of effort into your	10		

What we did this semester...

- Abstract Acrylic
- Find a landscape image and turn it into an abstracted image
- Photoshop editing
- Painting must extend across at least two canvases
- limited to primary



Mini Assignments

- Color mixing
- Watercolor testers
- Watercolor landscape
- Plein air watercolors
- Oil paint testers
- Oil paint pear: palette knife and brush



FINAL PROJECT

CHOICE PROJECT WITH LESSON PLAN, PRESENTATION, RUBRIC