

Department of Equity, Curriculum and Instruction

# Painting

Visual Art

Grades 6 - 8 / Level

Elective Overview

Revised: August 2019

Approved by the Montclair Board of Education: August 2019



## Montclair Public School Elective Overview

### Instructional Plan

**Course:** Painting

**Marking Period or Trimester:** Semester 1 and 2

**Pacing:** 20 weeks

**Description:** Students begin the study of painting with basic color theory exercises such as color wheel, tints, tones, and shades. Each successive painting lesson will be designed to cover certain techniques and processes. As the students progress, more advanced knowledge and skills will be introduced. Students must be able to apply basic knowledge and techniques before moving on to more difficult paintings.

#### NJSLS

**Anchor Standard:** 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**Strand 1:** 1.3.8.D.1: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

**Strand 2:** 1.3.8.D.2: Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of artmaking.

**Strand 3:** 1.3.8.D.6: The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and artmaking techniques.

Framing the Learning			
Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Minimum of 5 projects over the course of the semester.	All students will synthesize skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in the visual arts.	<ul style="list-style-type: none"> <li>• Is there a right way and a wrong way to mix colors?</li> <li>• What is “color theory” and why is it important to the art world?</li> <li>• How can brush stroke affect a work of art?</li> <li>• Can paint application change the way a work of art is created, viewed, and what it emotes?</li> <li>• Can media change the way a work of art is created, viewed, and what it emotes?</li> <li>• Is there a process to creating a painting?</li> </ul>	<ul style="list-style-type: none"> <li>• The arts serve multiple functions; enlightenment, education, and entertainment.</li> <li>• Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>

Evidence of Learning
<ol style="list-style-type: none"> <li>1. Journal - Students will complete journal work that shows the journey they have traveled throughout their painting course. Journal work will include multiple things: definitions, do now questions from the teacher requiring answers, self-reflection, and self-grading.</li> <li>2. Rubrics – All projects will have a rubric evaluation that the teacher will grade them with.</li> <li>3. Self-Evaluation – Oftentimes the self-evaluation will be completed in their journal, but sometimes students may complete a written self-assessment.</li> <li>4. Quizzes &amp; Tests – Quizzes and/or tests may be completed throughout the semester to determine whether students are on track for the course’s stated goals and objectives.</li> </ol>

### Activities

Students will complete multiple painting projects throughout the course of the semester. Projects may include, but are not limited to:

1. Color Wheel creation including primary, secondary, and tertiary colors.
2. Color Theory painting that depicts an understanding of warm colors, cool colors, monochromatic colors, and/or complementary colors
3. Brush Stroke painting that exhibits an understanding of a variety of brushes such as round, flat, and liner, but also explores the application techniques of impasto and chiaroscuro, as well as genres such as impressionist, abstract impressionist, and pointillism.
4. Still Life painting of fruit using acrylic paint displaying highlights and shadows.
5. Self Portrait in acrylic as a final project utilizing any and all of the techniques learned throughout the semester.

**DIFFERENTIATION**

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading and tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports</li> <li>NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

