## Pewaukee School District Unit Plan

**COURSE NAME: PAINTING1**

**Assignment Description: Still Life/Value Study**

Create an interesting still life painting in black, white and blended with one color. The goal is to do quality work, meet the deadline of one week to complete the project and to learn how to blend paints to show value changes by creating shades (color+black) and tints (color +white). Consider different ways to set up your still life and create a unique and interesting design. Make sure you've considered the 3 Cs.

**Specifics**

- ❑ Work must be a 12 x 18 minimum
- ❑ A complex still life includes a minimum of 3 objects with a foreground, middle ground and background.
- ❑ 3s and 5s are seen as visually pleasing- how will you use this knowledge to develop your painting?
- ❑ **Craftsmanship:**
    - ○ Work must show a fully blended value range of whites-into-grays-into-blacks
    - ○ Work must show variety in the sizes, textures and shapes of objects depicted
- ❑ **Composition:**
    - ○ Design should be evident: Pick a compositional tip to try to emulate in your painting (refer to hand out on what makes a good painting)
    - ○ Work must show an interesting, meaningful and purposeful break-up of space
    - ○ Work must show an awareness of positive and negative spaces
- ❑ **Concept:**
    - ○ Work must show a strong focal point: Subject of painting, theme or unifying idea
    - ○ Clear idea of what you were trying to do

- ❑ Work must be completed in the time frame given and meet all deadlines

**Visual Journal-Sketchbook Requirements**

- ❑ Experimentation with media: Complete the value exercise showing a full range of white, tints, shades to black in each shape (worksheet)

- ❑ Do 4-6 small, quick thumbnails planning possible still life compositions don't spend too, much time on this, just indicate general shapes and possible ways to arrange them in complex compositions

- ❑ Develop visual journal pages about class goals, elements and principles of design as related to painting, notes on brush terms and care and tints, shades.

- ❑ Make sure you have developed 4-6Visual Journal pages that meet the criteria here and have explored all the required elements. **Remember visual journaling is multi-media, utilizes frames, typography, connects ideas, is colorful and shows that your designed your pages.**

| Reportable Standard | Priority Standard |
|---|---|
| **In each box list the reportable standard to be assessed <u>in the unit</u>** | **In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u>** |
| *Reportable Standard 1 CREATE: Plans and develops complex concepts for creative art work.* | **Priority Standard 1** - Apply and utilize the elements and principles of design in the creation of visual art.<br>**Priority Standard 4** - Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.<br>**Priority Standard 7** - Connect artistic ideas & works with personal, societal, cultural and/or historical context to deepen understanding. |
| *Reportable Standard 2 CREATE: Plans and develops complex compositions through quality craftsmanship.* | *Priority Standard 1*-Apply and utilize the elements and principles of design in the creation of visual art.<br>*Priority Standard 2*- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.<br>*Priority Standard 3*-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design. |
| *Reportable Standard 3 PRESENT & RESPOND: Interpret and evaluate the meaning of artwork through the critique process.* | *Priority Standard 5* - Present final artworks for public display via internet or gallery exhibit.<br>*Priority Standard 6* -  Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork. |
| **Learning Targets** ||

1. 1. Identify each learning target <u>for the Priority Standard in the context of the unit</u>.

   - **PS1: Create 6 thumbnail sketches that demonstrate your understanding of the elements and principles, specifically space, shape, and balance. (S)**
   - **PS1: Create a final painting that demonstrates your understanding of the elements and principles, specifically value, texture, space, shape, unity, and balance. (P)**
   - **PS2: Create a final painting that demonstrates a fully blended value range of whites-into-grays-into-blacks. (P)**
   - **PS2: Complete the value exercise showing a full range of white, grays and black and monochromatic value range. (S)**
   - **PS3: Create 6 thumbnail sketches that demonstrate your understanding of composition, specifically indicating ways to arrange the shapes. (S)**
   - **PS3: Create a final painting that shows an interesting, meaningful and purposeful break-up of space. (P)**
   - **PS3: Create a final painting that shows an awareness of positive and negative spaces. (P)**
   - **PS4: Create a final painting that demonstrates a strong focal point: subject of the painting. (P)**
   - **PS5: Present a final painting through the written and oral critique process. (S)**
   - **PS6: Evaluate your painting with a written artist statement using the It's CLEAR format for writing. (R)**
   - **PS6: Explain how the criteria was met for this unit. (R)**
   - **PS6: Explain what elements and principles of art were used. (R)**
   - **PS6: Explain which drawing(s) you feel are best and why. (R)**
   - **PS6: Describe improvements or changes (R)**
   - **PS6: Explain how to implement these changes. (R)**

2. For each learning target, label the type of each learning target using the following:
   - **Knowledge (K)**- What I need to know
   - **Skill (S)**- What I can demonstrate
   - **Product (P)**-What I can make to show my learning
   - **Reasoning (R)**-What I can do with what I know

## Summative Assessment(s)

**Identify the summative assessment(s) that will be administered & graded in the unit.**

- Painted value scales
- Sketchbook planning and thumbnail sketches
- Artist research and written reflection in visual journal.
- Final Still Life/Value Painting
- Written artist statement

## Priority Standard Proficiency Scales

**For each Priority Standard listed above create a Proficiency Scale that clarifies the levels of proficiency for the Priority Standard in the context of the unit.**

**Proficiency Scale:** Describing levels of a Priority Standard
vs.
**Rubric:** Describing levels of a task

**You may use a Priority Standard to score an assessment or you may develop a rubric specific to the assessment**

| Priority Standard | 4 | 3 | 2 | 1 |
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| *Priority Standard 1- Apply and utilize the elements and principles of design in the creation of visual art.* | Intentionally and mindfully create works of art that creatively incorporate the elements and principles of design. | Intentionally and mindfully apply and utilize the elements and principles of design in the creation of visual art. | Apply and utilize the elements and principles of design as a basic foundation for creating visual art. | Use and application of elements and principles of design is not clear. |
| *Priority Standard 2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.* | Create and plan artwork that illustrates exceptional quality Craftsmanship: Evidence of advanced technical proficiency and visual acuity. | Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity. | Create artwork that illustrates basic craftsmanship, lacking detail and command of media chosen. | Underdeveloped quality and care with media.  Final presentation is missing or incomplete. |
| *Priority Standard 3- Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.* | Create and plan artwork that illustrates innovative complex compositions: Evidence of exceptional visual organization and design of space (2D, 3D, 4D). | Create and plan artwork that illustrates complex compositions: Evidence of competent visual organization and design of space (2D, 3D, 4D). | Create artwork that illustrates basic compositions: Some evidence of visual organization and design of space (2D, 3D, 4D). | Underdeveloped composition, incomplete organization and design of space. |
| *Priority Standard 4- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.* | Create and plan artwork that illustrates imaginative conceptual development with evidence of creative problem solving and interpretation of the idea. | Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea. | Create artwork that illustrates a basic concept.. Followed directions but sought a simple, basic solution and interpretation of the idea. | Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment. |
| *Priority Standard 5 - Present final artworks for public display via internet or gallery exhibit.* | Create and plan artwork that illustrates imaginative conceptual development with evidence of creative problem solving and interpretation of the idea. | Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea. | Create artwork that illustrates a basic concept.. Followed directions but sought a simple, basic solution and interpretation of the idea. | Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment. |

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| *Priority Standard 6 - Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.* | Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself. | Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit. | Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit. | Final presentation of artwork is lacking finish and thought. |