Painting Unit: Art 10

By: Angela McPeake

**Rational**: This unit explores a variety of contemporary and historical painters as influence and inspiration in the student’s development of ideas and concepts. Students are encouraged in this unit to expand their personal ideas through research methods and experimentation with painting mediums and tools. This is an introductory painting lesson so students will be developing their foundational understanding of how to successfully use acrylic paint.

**Lessons:**

1. **Historically inspired Acrylic painting:** In this lesson students will have the opportunity to research various painting styles and artists. They will choose a style or painter as their inspiration point in developing their painting. Students will design and engineer their canvases and subject matter in an extension of personal expression.

2. **Watercolour Painting:** In this lesson students will learn and apply watercolour painting techniques as they create a landscape painting. Students are encouraged to experiment with the medium and find a way to make the material work for their purposes.

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| **Lesson Title/Focus** | **Painting** | **Date** | 23/10/2015- 30/10/2015 |
| **Subject/Grade Level** | Art 10 | **Time Duration** | 5 X 120 minute classes |
| **Unit** | Painting | **Teacher** | Angela McPeake |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | |
| **General Learning Outcomes:** | 1. Compositions: Component 2  2. Compositions: Organization 1  3. Encounters: Transformations | | | | |
| **Specific Learning Outcomes:** | 1. Concept A:  Compositions use positioning and grouping of subjects for different meanings and emphasis.  Concept B: Unity is achieved by controlling the elements of a composition within the picture plane  2. Concept A:  Image making is a personal experience created from ideas and fantasies.  3. Concept A:  Works of art contain themes and images that reflect various personal and social conditions. | | | | |
| **LEARNING OBJECTIVES** | | | | | |
| **Students will:**   * Apply understanding of the design principles to their compositions * Develop a theme or subject with the combination of research in historical art and their own personal ideas and concerns. | | | | | |
| **ASSESSMENTS** | | | | | |
| **Observations:** | | | * Students should be respectful of materials and tools. * Students should be applying appropriate painting techniques * Students should be considering the design elements as they work. | | |
| **Key Questions**: | | | * What subject matter is found in paintings? * What advantages are there to creating your own canvas? * What qualities does acrylic paint have? | | |
| **Products/Performances:** | | | * **Students will create a painting which combines their research in historical artists and styles with their own personal ideas and concerns.** | | |
| **LEARNING RESOURCES CONSULTED** | | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Art Curriculum 1987 | | | | * Computer/internet * Sketchbooks * Stretcher stock and canvas * Gesso * Paint brushes * Acrylic paint * Paint palates * Water dish * Paper towel | |
| **PROCEDURE** | | | | | |
| ***Prior to lesson*** | | **Have materials ready for students to use.  Power Point images/videos ready** | | | |
| **Introduction** | | | | | **Time** |
| ***Attention Grabber*** | | -Images and videos of relevant artists/artworks on the smart board -Exemplars | | |  |
| ***Artists*** | | * Student research of artists. See hand out sheet for full list. | | |  |
| ***Advance Organizer/Agenda*** | | 1. Project introduction 2. Student research of artists 3. Demo of Acrylic paint 4. Build stretchers 5. Work periods | | |  |
| **Body** | | | | | **Time** |
| ***Learning Activity #1***  ***Artist Research:***  ***Research a variety of artists with different styles as the foundation of your painting.*** | | Organizer:   1. Prayer 2. Assignment introduction 3. Work period/ prep design 4. Demo stretcher building 5. Work period 6. Demo of acrylic paint 7. Work period   **Artist Research:**   * Using the list of artists and styles as a reference, do your own personal research to find inspiration. Students may choose a specific artist as their inspiration or a specific painting style. * Using the research, and incorporating personal ideas and concerns, students will design their painting composition in their sketchbook. * From here, students need to design the dimensions of their canvas and hand it in the teacher to be cut down and prepared for assembling in the next class.   Clean up:  \* log off computers, clean off desks.  \*have students share their ideas with their table groups to receive feedback and hear what other students are creating. | | | *60 mins* |
| ***Learning Activity #2***  ***Building stretchers:***  ***Using your designed dimensions for a canvas stretcher, you will build the stretcher and stretch the canvas.*** | | Organizer:   1. Prayer 2. Assignment introduction 3. Work period/ prep design 4. Demo stretcher building 5. Work period 6. Demo of acrylic paint 7. Work period   **Canvas stretcher:**   * Hand out student materials to each student. * Students will want to work with a partner for assistance. * Set up stretcher stock the way it will be assembled. Use carpenters glue on each of the corners, place masking tape on the outer edge of the corner to hold it in place. * Using the nail gun, place two nails parallel to each other in the corner of the frame. * Add a cross bar in the middle if the canvas is over 3X3   **Stretching canvas:**   * Cut down canvas to have approximately 3 inches of slack canvas to stretch. * Start from the middle of each stretcher stock and place a staple. * Rotate sides of the canvas stretching and adding staples, a few at a time. * Once near the corners of the canvas, pull the canvas towards the body (starting on the bottom corners of the frame), and tuck the remainder of the canvas under the canvas on the bottom of the frame. Have the crease of the canvas line up with the corner. Staple onto the back of the frame to hold in place. * Cut off any unwanted canvas on the back.   Switch partners to create other canvas.  **Gesso canvas:**   * Water down the gesso using warm water. Cover entire canvas with gesso. * Once dry: sand with soft sand paper to smooth the surface.   Clean up:  \*Put all materials back in their given spot on the art cart.  \*clean desks using a sponge, paper towel, and warm water. \*wash gesso brushes with warm water, using a downward motion. | | | *1 X 120 mins* |
| ***Learning Activity 3:***  ***Acrylic paintings:***  ***Create an acrylic painting combining your artist research and personal ideas and concerns as subject matter.***  ***Design Elements:***   * ***Texture*** * ***Form*** * ***Shape*** * ***Space*** * ***Colour*** | | Organizer:   1. Prayer 2. Assignment introduction 3. Work period/ prep design 4. Demo stretcher building 5. Work period 6. Demo of acrylic paint 7. Work period   Acrylic Paintings:   * Demo: demonstrate to students how to mix colors. They will be asked to create a quick colour wheel in their sketchbooks. Show what happens to the paint as water is added and explain how the paint will act differently on paper vs. canvas (raw/gesso). * Demonstrate what an under painting looks like. – show slides of personal paintings. * Students will start by creating a wash of their design outline using faint colours. * Application of thicker acrylics will then be laid over top. * Students will have the time to experiment with the paint and design their paintings as they choose.   Clean up:  \*Put all materials back in their given spot on the art cart.  \*clean desks using a sponge, paper towel, and warm water.  \*wash paint brushes and palates with warm water (no paint goes in the sinks).  \*Circulate classroom and observe peers work, see what works and what does not work. | | | *3 X 120 mins* |
| *Teacher Notes: Assessments/ Differentiation* | | Formative Assessment:   * Circulate the classroom, observe, verbal feedback. * As students work through their paintings, give instruction on how to go about specific techniques needed by the individual students.   Summative Assessment:   * Did the student design their painting with the inspiration of their research and using their own personal ideas? * Is the student applying various painting methods and experimenting with the materials? * Did students consider all the design elements in the design of their paintings? | | |  |
| *SPONGE ACTIVITY* | | 1. SOURCE BOOK  -This will be worked on in free time and at home. Students are given a list of requirements to complete for their source book throughout the quarter.  -The intent for students to explore the art community outside the classroom, reflect on personal interests, promote inquiry and self-directed learning. .  2. MULTI-MEDIA COMPOSITION:  -Students need to finish this previous assignment. This project requires the student to apply their knowledge of the design elements by creating a surrealist-style composition.  3. PAINTING CLAY SCULPTURES: -Students can use down time (drying time, extra time) to work on painting their clay sculptures from the previous unit. They will be using acrylic paint and a gloss to do so. Take appropriate measures for clean-up. | | |  |
| **Closure** | | | | | **Time** |
| ***Consolidation of Learning:*** | | | CALL CLEAN UP 10 MINUTES PRIOR TO END OF CLASS.  Have students take a minute to walk around the room and view peers paintings. Students should reflect on what they steps they need to take next. | |  |