

## Painting Class

DATES:	Week 1	Week 2
<b>ESSENTIAL QUESTIONS</b>	How can you communicate through painting?	
<b>CONTENT</b> in terms of essential concepts and topics	<b>Chapter 1: Ideas, Learning to see, and Style</b>	<b>Chapter 2: Elements and Principles of design</b>
<b>STANDARDS/SKILLS</b> i.e. processes and skills emphasized Indiana Academic Standards plus skills	<p><b><u>Standard 1</u></b>            Students understand the significance of visual art in relation to historical, social, political, environmental, technological, and economic issues.</p> <p><b><u>Standard 3</u></b>            Students describe, analyze, and interpret works of art and artifacts.</p> <p><b><u>Standard 4</u></b>            Students identify and apply standards to make informed judgments about art.</p> <p><b><u>Standard 5</u></b>            Students reflect on the nature of art and aesthetic issues concerning the meaning and significance of art.</p> <p><b><u>Standard 6</u></b>            Students theorize about art and make informed judgments .</p> <p><b><u>Standard 7</u></b>            Students observe, select, and use a range of subject matter, symbols, and ideas.</p> <p><b><u>Standard 9</u></b>            Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.</p> <p><b><u>Standard 10</u></b>            Students reflect on, revise, and refine work using problem solving and critical thinking skills.</p> <p><b><u>Standard 12</u></b>            Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.</p>	<p>Standard 4            Students identify and apply standards to make informed judgments about art.</p> <p>Standard 6            Students theorize about art and make informed judgments .</p> <p>Standard 7            Students observe, select, and use a range of subject matter, symbols, and ideas.</p> <p>Standard 9            Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.</p> <p>Standard 10            Students reflect on, revise, and refine work using problem solving and critical thinking skills.</p> <p>Standard 12            Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.</p>
<b>PRODUCTS / ASSESSMENTS</b> It is assumed that teachers will assess students with traditional tests.	Written evaluations, projects, sketchbooks, and quizzes.	

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<b>DATES:</b>	<b>Week 3 &amp; Week 4</b>	<b>Week 4</b>
<b>ESSENTIAL QUESTIONS</b>	How does color affect the mood and communication?	
<b>CONTENT</b> in terms of essential concepts and topics	<b>Color Theory</b>	<b>Tempera</b>
<b>STANDARDS/SKILLS</b> i.e. processes and skills emphasized Indiana Academic Standards plus skills	<p>Standard 4 Students identify and apply standards to make informed judgments about art.</p> <p>Standard 5 Students reflect on the nature of art and aesthetic issues concerning the meaning and significance of art.</p> <p>Standard 6 Students theorize about art and make informed judgments .</p> <p>Standard 7 Students observe, select, and use a range of subject matter, symbols, and ideas.</p> <p>Standard 9 Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.</p> <p>Standard 10 Students reflect on, revise, and refine work using problem solving and critical thinking skills.</p> <p>Standard 12 Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.</p>	<p>Standard 1 Students understand the significance of visual art in relation to historical, social, political, environmental, technological, and economic issues.</p> <p>Standard 3 Students describe, analyze, and interpret works of art and artifacts.</p> <p>Standard 4 Students identify and apply standards to make informed judgments about art.</p> <p>Standard 5 Students reflect on the nature of art and aesthetic issues concerning the meaning and significance of art.</p> <p>Standard 6 Students theorize about art and make informed judgments .</p> <p>Standard 7 Students observe, select, and use a range of subject matter, symbols, and ideas.</p> <p>Standard 9 Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.</p> <p>Standard 10 Students reflect on, revise, and refine work using problem solving and critical thinking skills.</p> <p>Standard 12 Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.</p>
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<b>DATES:</b>	Week 5 & Week 6	Week 7 & Week 8
<b>ESSENTIAL QUESTIONS</b>		
<b>CONTENT</b> in terms of essential concepts and topics	<b>Watercolor</b>	<b>Acrylic</b>
<b>STANDARDS/SKILLS</b> i.e. processes and skills emphaized Indiana Academic Standards plus skills	<p>Standard 1 Students understand the significance of visual art in relation to historical, social, political, environmental, technological, and economic issues.</p> <p>Standard 3 Students describe, analyze, and interpret works of art and artifacts.</p> <p>Standard 4 Students identify and apply standards to make informed judgments about art.</p> <p>Standard 5 Students reflect on the nature of art and aesthetic issues concerning the meaning and significance of art.</p> <p>Standard 6 Students theorize about art and make informed judgments .</p> <p>Standard 7 Students observe, select, and use a range of subject matter, symbols, and ideas.</p> <p>Standard 9 Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.</p> <p>Standard 10 Students reflect on, revise, and refine work using problem solving and critical thinking skills.</p> <p>Standard 12 Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.</p>	<p>Standard 1 Students understand the significance of visual art in relation to historical, social, political, environmental, technological, and economic issues.</p> <p>Standard 3 Students describe, analyze, and interpret works of art and artifacts.</p> <p>Standard 4 Students identify and apply standards to make informed judgments about art.</p> <p>Standard 5 Students reflect on the nature of art and aesthetic issues concerning the meaning and significance of art.</p> <p>Standard 6 Students theorize about art and make informed judgments .</p> <p>Standard 7 Students observe, select, and use a range of subject matter, symbols, and ideas.</p> <p>Standard 9 Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.</p> <p>Standard 10 Students reflect on, revise, and refine work using problem solving and critical thinking skills.</p> <p>Standard 12 Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.</p>
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## Painting Class

<b>DATES:</b>	Week 9 & Week 10	Week 11 & Week 12
<b>ESSENTIAL QUESTIONS</b>		
<b>CONTENT</b> in terms of essential concepts and topics	<b>Oil</b>	<b>Pastel</b>
<b>STANDARDS/SKILLS</b> i.e. processes and skills emphaized Indiana Academic Standards plus skills	<p>Standard 1 Students understand the significance of visual art in relation to historical, social, political, environmental, technological, and economic issues.</p> <p>Standard 3 Students describe, analyze, and interpret works of art and artifacts.</p> <p>Standard 4 Students identify and apply standards to make informed judgments about art.</p> <p>Standard 5 Students reflect on the nature of art and aesthetic issues concerning the meaning and significance of art.</p> <p>Standard 6 Students theorize about art and make informed judgments .</p> <p>Standard 7 Students observe, select, and use a range of subject matter, symbols, and ideas.</p> <p>Standard 9 Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.</p> <p>Standard 10 Students reflect on, revise, and refine work using problem solving and critical thinking skills.</p> <p>Standard 12 Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.</p>	<p>Standard 1 Students understand the significance of visual art in relation to historical, social, political, environmental, technological, and economic issues.</p> <p>Standard 3 Students describe, analyze, and interpret works of art and artifacts.</p> <p>Standard 4 Students identify and apply standards to make informed judgments about art.</p> <p>Standard 5 Students reflect on the nature of art and aesthetic issues concerning the meaning and significance of art.</p> <p>Standard 6 Students theorize about art and make informed judgments .</p> <p>Standard 7 Students observe, select, and use a range of subject matter, symbols, and ideas.</p> <p>Standard 9 Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.</p> <p>Standard 10 Students reflect on, revise, and refine work using problem solving and critical thinking skills.</p> <p>Standard 12 Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.</p>
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