

**ART**

**CURRICULUM**

# **Acrylic Painting**

(Elective Course)

Supports Academic Learning Expectation # 5

Students and graduates of Ledyard High School will demonstrate critical thinking skills

**Approved by Instructional Council  
4/28/08**

## STUDENT LEARNING OBJECTIVES

### Acrylic Painting

As a result of art education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard #1) Understand, select and apply media, technique and processes	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  1.1 Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized  1.2 Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes  1.3 Communicate ideas consistently at a high level of effectiveness in at least one visual arts medium	<i>Students will be able to:</i>  a. Demonstrate how to stretch and prime canvases, set up a palette of paints and mix colors b. Demonstrate an understanding of perspective by painting a room interior with a palette of mixed colors including tints, shades and neutrals related to Realism c. Demonstrate an understanding of the principles of Impressionist painting by painting a landscape “en plein air”  a. Create a painted floor cloth which displays repetition of color and movement in its unique and personal design  a. Blend colors of acrylic paint consistently to achieve warm and cool, light and dark, and bright and dull colors

## STUDENT LEARNING OBJECTIVES

### Acrylic Painting

As a result of art education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)	
Understand and apply elements and organizational principles of art	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  2.1 Judge the effectiveness of different ways of using visual characteristics in conveying ideas  2.2 Apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems	<i>Students will be able to:</i>  a. Describe and evaluate the effectiveness of a variety of styles by viewing examples of fine art reproductions b. Paint the same subject in four different styles  a. Identify and apply the skills needed to develop a variety of compositions such as landscape and portrait b. Develop skill in mixing and applying colors using a variety of techniques such as wash, pointillism, and scumbling

## STUDENT LEARNING OBJECTIVES

### Acrylic Painting

As a result of art education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Consider, select and apply a range of subject matter, symbols and ideas	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  3.1 Use, record and develop ideas for content over time  3.2 Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning	<i>Students will be able to:</i>  a. Plan compositions for painting by drawing thumbnail sketches  a. Paint a design that utilizes personal subject matter, ideas and themes

## STUDENT LEARNING OBJECTIVES

### Acrylic Painting

As a result of art education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard # 4)	
Understand the visual arts in relation to history and cultures	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  4.1 Analyze and interpret artworks in terms of form, cultural and historical context, and purpose  4.2 Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning  4.3 Compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making	<i>Students will be able to:</i>  a. Identify the characteristics of Realism, its historical context and its impact on the visual arts  a. Demonstrate an understanding of how styles changed and evolved from Realism through Post Impressionism  a. Explore how the history of the time from Realism through Post Impressionism influenced change in the visual arts

## STUDENT LEARNING OBJECTIVES

### Acrylic Painting

As a result of art education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Reflect upon, describe, analyze, interpret and evaluate their own and other's work	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>5.1 Research and analyze historic meaning and purpose in varied works of art</p> <p>5.2 Reflect critically on various interpretations to better understand specific works of art</p> <p>5.3 Defend personal interpretations using reasoned argument</p> <p>5.4 Apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g. technique, formal and expressive qualities, content)</p>	<p><i>Students will be able to:</i></p> <p>a. Select, research and share the information about a portrait from a specific historical period</p> <p>a. Paint a self portrait that depicts the characteristics of a selected artist</p> <p>a. Give reasons for the characteristics used in the self-portrait</p> <p>a. Critique and evaluate their own and others' paintings by asking and answering questions which reference the specific assignment rubric</p>

## STUDENT LEARNING OBJECTIVES

### Acrylic Painting

As a result of art education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Make connections between the visual arts, other disciplines and daily life	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  6.1 Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style  6.2 Compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines  6.4 Apply visual arts knowledge and skills to solve problems relevant to a variety of careers	<i>Students will be able to:</i>  a. Identify and compare the characteristics of various styles of painting from 1890-1920  a. Demonstrate an understanding of practice and revision as an integral part of the learning process  a. Demonstrate an understanding of how painting is relevant to a wide variety of visual arts careers