**Acrylic Painting 10/11/12 Home UNIT PLAN CHART**

**1. UNIT PLAN DESCRIPTION**

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| **Grade Level: 10/11/12** | | **Theme for the Unit:**  **Acrylic Painting** | **Resources:**  **Online, slides, video clips & handouts** |
| **Unit Title & # (Sequence in the Year):**  **Home is where the Art is #3** | | **Unit Big Idea:**  **Home** | **Corresponding Textbook:**  **n/a** |
| **Unit Main Goals:** | * Demonstrate an understanding of acrylic painting techniques * Demonstrate the integration of drawing skills into the preparation for painting * Demonstrate the way in which colour can be used to convey a mood or feeling in an artwork * Develop an understanding of symbolic representation to convey meaning * Develop an appreciation of mindful engagement in art and other pursuits * Demonstrate the role of art to address the viewpoint of the individual artist | | |
| **Unit Introduction:** | The aim of this unit is to further develop acrylic painting techniques and skills. A variety of methods for acrylic application will be reinforced as well as encouragement for individual exploration of acrylics for each student. Students will be introduced to contemporary and historical painters, their processes and their works. Observational drawing will be stressed again in the initial sketching of ideas in the planning stages of a painting, before choosing a final composition. Once the composition has been worked out we will block in the composition lightly in pencil before beginning to work in paint. This process of planning and compositional exploration will be stressed and related back to the work of other artists to place more importance on the process than the product. Mindfulness activities such as breathing exercises, listening exercise, awareness anchoring, etc. will be used to bring the theory of art together with the practice, also emphasizing process over the goal of instant perfection. The unit will begin with an introduction to the idea of art as a medium for individual expression as the starting point for an artist. There will be one major project in this unit called, “Home is Where the Art is”.  In this project students will use the idea of home as a physical place, a representation, or a feeling to explore their connections to the world around them. In this project we will use acrylic paints to create a painting that depicts a sense of connection or disconnection that the student feels is personally relevant to their ideas of home. Through this project students will explore ways to express their individual perspectives and to be aware of different perspectives. Students will be asked to look at their big idea in a variety of ways before eventually picking one to use for the project. | | |
| **Unit Prescribed Learning Outcomes--**  This Unit Will Satisfy The Following PLO’s: | **Image-Development & Design Strategies (Perceiving/Responding)**  It is expected that students will:  -compare the effects of 2-D and 3-D images derived from a variety of image sources.  **Image-Development & Design Strategies (Creating/Communicating)**  It is expected that students will:  -create 2-D and 3-D images that demonstrate a relationship between image-development strategies and art processes.  **Context** **(Perceiving/Responding)**  It is expected that students will:  -demonstrate understanding of the skills and training needed to pursue visual arts and arts-related careers.  **Context (Creating/Communicating)**  It is expected that students will:  -develop a presentation of images for a specific purpose.  **Visual Elements & Principles of Art & Design (Perceiving/Responding)**  It is expected that students will:  -use appropriate visual arts terminology in art criticism.  **Materials, Processes & Technologies** **(Creating/Communicating)**  It is expected that students will:  -demonstrate competent use of techniques specific to selected materials, technologies, and processes. | | |
| **Unit Objectives--**  Students Will | |  |  |  |  |  | | --- | --- | --- | --- | --- | | Skill development | Artists & art history | Critical Analysis | Expressive Development | Mindfulness | | * Knowledge of variety of painting techniques and their application to achieve a specific result. * Ability to use colour to convey meaning (expressive colour) * Ability to integrate multiple images into one final piece | * Ability to recognize expressive and representational colour schemes in known art works * Ability to recognize the place of painting in art history | * Understands the importance of constructive feedback * Oral, written and visual communication is clear and accurate * Analyses visual works for their elements and principles | * Ability to take creative risks * Able to situate their own view-point in the context of the present day. * Is able to formulate individual creative solutions to design problems | * Able to maintain focus for individual work * Able to contribute positively to class discussions * Able to articulate the purpose of mindful behavior in school * Able to participate in mindfulness building activities | | | |

**2. UNIT LESSON OVERVIEW GRID**

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| Lesson Title  (DB\*= double block) | Lesson Critical Question(s) | Specific Objectives  Word Wall Word | Methods/Activities  Mindfulness  Journal Prompt | Materials &  Art Reference | Assessment Strategies |
| 1. Acrylics   * Visual Journal * Mindfulness * Tinting & Shading * Intro to painting project “Home is where the Art is” | What is a tint?  What is a shade? | * Understand how to make a tint * Understands how to make a shade * Make tint and shade gradients * Add TINT & SHADE to vocab word wall | **Hook: (2min)** mindful listening  **Warm-up: (10min)** Visual Journal intro – OVER EXPOSED  **Unit Intro & Expectations: (10 min)**  **Activity:** **(39 min)** students create tint and shade gradients  **Close: (5min)** Intro to project “Home is where the Art is” Bring photos or pictures to work from.  **Clean up: (5min)**  **Exit slip: (5 min)** If I was a house I would look like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | -pencils  -mindfulness chime  -acrylic paints and brushes  -gradient handouts  -Daniel Danger | **Journal/Exit slip**  **Work samples**  Tint & shade gradients |
| 2.Acrylics   * Visual Journal * Mindfulness * Natural Blacks * Contrast gradients | What does “natural black” mean and why do we use it?  What are a few different ways we can represent home symbolically? | * Make natural blacks with contrasting colours * Make contrast gradients * Come up with several symbolic ways to represent home (individualize-warm Ritz crackers) * Add CONTRAST to vocab word wall | **Hook: (2min)** mindful breathing **Warm-up: (10 min)** Visual Journal – UNDER COVER OF DARKNESS  **Activity: (15min)** make natural blacks  **Activity 2: (38min)** Begin sketches for “Home is where the Art is”  **Close: (5min)** Other than a picture of the place you live, how can you represent the idea of home?  **Clean up:** **(5min)**  **Exit slip:** **(5min)** One thing that always reminds me of home is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | -pencils  -acrylic paints and brushes  -gradient handouts  - | **Journal/Exit slip**  **Work sample**s  Natural blacks & contrast gradients |
| 3.Acrylic (DB\*)   * Visual Journal * Mindfulness * Opacity with water * Using a sprayer to prolong working time | What does it mean to paint straight out of the tube?  Opacity with water. How much water is too much?  Water v. medium  Using a sprayer | -demonstrates the importance of opacity and transparency  -how does tradition or familiarity create a feeling of home?  -add OPAQUE & TRANSPARENT to the vocab word wall | **Hook: (2min)** Mindful listening  **Warm-up: (10min)**Visual Journal - HOUSEBOAT  **(4min)** \*\*\*\*\*find video about travel  **Activity: (1hour)** Using acrylic like watercolour  **Activity2:** **(1hour)** Studio time for sketching out ideas for the project. Composition E&P talk  **Close:** **(10min)** Go over criteria for “Home is where the Art is” project and due date.  **Clean Up: (5min)**  **Exit slip: (5min)** If I could go as far away from home as I could, I would go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | -pencils  -paper for sketching  -acrylic paints  -paintbrushes | **Journal**    **Work sample**  **Exit slip** |
| 4. Acrylic Painting   * Visual Journal * Mindfulness * Blocking in with large brushes | How can we block in the basics of our compositions?  What are some types of medium and what do they do? | -understands how to block in large areas of the composition  -understands how to use different values to block in areas  -add to word wall -  NARRATIVE | **Hook: (2min)** mindful breathing **Warm-up: (10min)** Visual Journal - TENT  **Activity: (10min) Demo:** Blocking in  **Activity2: (43min)** Studio time for project work. Try out 3 compositions.  **Close:** **(5min)** How do we feel at home? How do we want to feel at home?  **Clean Up: (5min)**  **Exit slip:** **(5min)** When I live on my own I will feel\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | -Pencils  -acrylic painting support  -acrylic paints   * Paintbrushes | **Journal**  **Work sample**  composition samples  **Exit Slip**  **Formative** assessment w/ half of the class |
| 5. Acrylic Painting   * Visual Journal * Studio time * Expressive colour | How can we use different colours to create different moods?  How is my composition taking shape?  What does warm and cool colour mean? | -Can use different colours to change the feeling of one image  -add to word wall- MOOD | **Hook: (2min)** mindful listening  **Warm-up: (10min)** Visual Journal – APARTMENT  **Activity: (15min)** Demo colour mood changes  **Activity 2: (38min)** Studio time to experiment with expressive colour  **Close: (5min)** Discuss individual perspectives in terms of mutual respect, creative confidence and mindfulness.  **Clean Up: (5min)**  **Exit Slip:** **(5min)** If my bedroom could be any colour it would be\_\_\_\_ because\_\_\_\_\_\_\_\_\_. | - Pencils  -acrylic painting support  -acrylic paints  -Paintbrushes  -mood slideshow | **Journal/Exit slip**  **Work Sample**  colour samples  **Formative** assessment w/ other half of the class |
| 6.Acrylic Painting   * Visual Journal * Studio time * Writing an artist statement (150 words) | What is an artist statement?  How do artists use artist statements? | - understands how to describe their work and process in written language  -add to word wall  SCALE | **Hook: (2min)** mindful breathing  **Warm-up: (5min)** Visual Journal – MANSION  **Demo: (15min)** Artist statement discussion. The language of art.  **Activity 2:** **(43min)** Studio time to work on “Home is where the Art is” project  **Close: (5min)**Check in about time, expectations, questions  **Clean Up: (5min)**  **Exit slips:** **(5min)** Pretend you are critiquing your work so far. What is 1 thing you like and 1 thing you want to change? | -pencils & erasers  -acrylic painting supports  -acrylic paints  -Paintbrushes  -read aloud artist statements examples  Video clip of animated art talk | **Journal/Exit slip** |
| 7.Acrylic Painting (DB\*)   * Visual Journal * Studio Time * Mindfulness | What does our viewer know and want to know?  How does architecture impact our idea of home? | -understands the value of experimentation  -add to word wall – ARCHITECTURE | **Hook: (2min)** mindful listening **Warm-up: (5min)** Visual Journal - ROOM  **Activity: Demo: (15min)** Slideshow and discussion of contemporary Canadian painters  **Activity 2: (7min)** TED video cardboard architecture  <http://www.ted.com/talks/shigeru_ban_emergency_shelters_made_from_paper.html>  **Activity 3:** **(2hour)** Studio Time for painting and artist statement  **Close: (5min)** For tomorrow you need your finished painting and a 150 word artist statement!! Reminder of critique behaviour  **Clean Up: (5min)**  **Exit slips:** **(5min)** Pick a title for your painting. | -acrylic paints  -Paintbrushes  -acrylic painting supports  -pencils  Melanie Authier  Kim Dorland  Martin Golland  -Shigeru Ban | **Journal**  **Exit slip** |
| 8.Acrylic Painting   * Visual Journal * Mindfulness * Project due |  | -students participate positively and productively in critique process  -students can set up their work professionally  -students can introduce their work | **Hook: (2min)** mindful breathing  **Activity:** **(58min)** Critique  **Close: (5min)** Next class we are working in clay and thinking about HARMONY. Try to spend some time sketching over the weekend and thinking about the environment so you come back with ideas to work with!!  **Clean Up: (5min)**  **Exit slip: (5min)** Self-assessment of “Home is where the Art is” project | -Self-assessment worksheet  -critique worksheet (2stars & 1 wish)  -sentence starters on the worksheet to prompt discussion | **Summative Assessment**  Finished project and self-assessment worksheet |

Template Source: Improvisation Unit Plan from previous theatre teacher candidate: SSED 314 UNIT PLANNING CHART http://secondarysocialstudies.weebly.com/unit-plan-examples.html