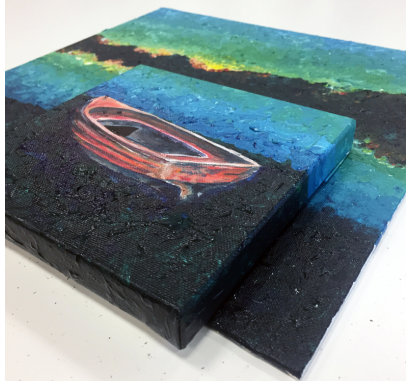





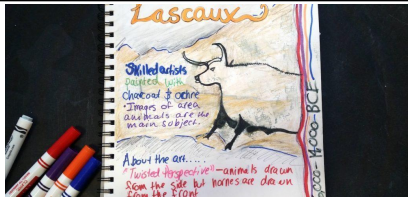


## **Painting I (2nd Semester) Course Outline**

This is an outline of your assignments in Painting I for you to refer back to throughout this year. Your curriculum is Studio based. You will work independently on each project and turn them in on the due date. Deadlines are about 3 to 6 weeks apart. Each project will be graded based on instructions given, technique used, creativity/originality, **time management**, and critique. Please reference your art from observation and/or photos *taken by you*. **No online images!** All work must be researched, pre-sketched and approved by the teacher before starting the final version. Your artwork **cannot** be taken home. Work must be done in class, before school or during academics.

| Art Projects  | Example   | Description  |
|---|---|--|
| <p style="text-align: center;"><b>ABSTRACT<br/>ACRYLIC<br/>LANDSCAPES</b></p> |   | <p>Students abstract a design, draw it on at least two canvases, and paint it using acrylic paint. Students may only use red, blue, yellow, black, and white. They must mix whatever other colors they need.</p> |
| <p style="text-align: center;"><b>WATERCOLOR<br/>INTRODUCTION</b></p>         |  | <p>Technique and trial by fire as students experiment and paint Plein Air.</p>   |
| <p style="text-align: center;"><b>WATERCOLOR<br/>AND WHITE<br/>SPACE</b></p>  |  | <p>Students will create a work of art that focuses on line, white space, and pushing the relationship between figure and ground.</p>   |

|  |   |   |
|--|---|---|
| <p><b>OIL PAINT INTRODUCTION</b></p>                                 |    | <p>Oil Painting Tips and Techniques</p>   |
| <p><b>ARTIST INSPIRATION OIL PAINTING</b></p>                        |    | <p>Students research a famous oil painting artist and create an original oil painting in this style.</p>  |
| <p><b>Visual Journal (Every other Monday)</b></p>                    |   | <p>Create an image inspired by different topics. This will be a daily grade.</p>  |
| <p><b>Art history (Every other Monday)</b></p>                       |  | <p>You will make a “1 pager” style of notes that will go in your journal. You will need 5 facts about the artist, 2 quotes, 2 questions that you would want to ask them and their answers and 3 images based of the artist.</p> |
| <p><b>Dope Artist of the Day (sprinkled throughout semester)</b></p> | <p>VIDEO:<br/>Artists of the 21st Century</p>                                       | <p>Students watch videos of a contemporary artist who is changing the way people view art. Students then write a paragraph based on different topics presented by the teacher.</p>  |

Pop-Up Critique  
(Sprinkled  
throughout  
semester)

|   |  |
|---|--|
| <p><b>STEP 1: DESCRIBE</b></p> <p>List everything you see, even if you don't know what it is.<br/>Ask yourself:</p> <ul style="list-style-type: none"><li>• What do I see?</li><li>• What colors are used?</li><li>• What shapes are visible?</li><li>• Where is the scene?</li><li>• Are there any unknown objects?</li></ul>                                | <p><b>STEP 2: ANALYZE</b></p> <p>Explain how what you see, is being used in the piece of art.<br/>Ask yourself:</p> <ul style="list-style-type: none"><li>• How are lines used?</li><li>• How are shapes working?</li><li>• How are textures effective?</li><li>• How does the viewer's eye move around the piece?</li></ul>         |
| <p><b>STEP 3: INTERPRET</b></p> <p>What is going on in the artwork?<br/>Ask yourself:</p> <ul style="list-style-type: none"><li>• What do I see happening?</li><li>• How does this make me feel?</li><li>• What is the most important part of this piece?</li><li>• Why did the artist create this piece?</li><li>• What does this art 'say' to me?</li></ul> | <p><b>STEP 4: DECIDE</b></p> <p>Do you like this piece of art?<br/>Why or Why Not?<br/>Ask yourself:</p> <ul style="list-style-type: none"><li>• What do I like about this piece?</li><li>• What did the artist do best?</li><li>• What do I dislike about this piece?</li><li>• What would I change if I were the artist?</li></ul> |

As a class, students create a 4-square artist critique. with teacher led questions.