

# Blackhawk School District

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## CURRICULUM

**Course Title:** Advanced Painting  
**Course number:** 0925 / 0926  
**Grade Level(s):** 10-12 Grade  
**Length of Period:** 42 minutes  
**Length of Course:** 18 weeks (90 days)  
**Faculty Author(s):** Laura Kahler  
**Date:** 2009-10/ Revised May '09

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In preparing students for a global economy, visual arts education is a vital component to the Blackhawk community. Visual arts foster the development of critical thinking in problem solving, cultural understanding and awareness, and creative experiences and expression for the purpose of cultivating a lifelong appreciation of the arts.

### **COURSE DESCRIPTION:**

Advanced Painting students will expand their depth of understanding of the various styles, techniques, artists and movements explored in Painting. The following styles and movements will be explored in class: Realism, Impressionism, Cubism, Abstract Expressionism, Fauvism, Minimalism and Mixed Media. A unit on portraiture will also be included.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE	OBJECTIVES (PA standard)	Resources	LESSON REFLECTION (for future revisions)
<p><b>I. Artists and Movements 5 days</b></p> <ol style="list-style-type: none"> <li>1. Time Line</li> <li>2. Review materials, composition, techniques</li> </ol> <p><b>II. Student Exploratory 40 days</b></p> <ol style="list-style-type: none"> <li>1. Two paintings</li> <li>2. One Large Scale</li> <li>3. In depth study of an artist or movement</li> <li>4. Painting that reflects above style</li> </ol> <p><b>III. Historical reference 5 days</b></p> <ol style="list-style-type: none"> <li>1. “Painting to the classics”</li> <li>2. Large scale painting to music</li> <li>3. Study of periods in music / visual arts-reflection of history of the time.</li> </ol> <ol style="list-style-type: none"> <li>1. Artists and movements</li> <li>2. Term paper 5 days</li> </ol> <p><b>IV. Portraiture 30 days</b></p> <ol style="list-style-type: none"> <li>1. Self-Portrait</li> <li>2. Memory Project</li> </ol>	<p>9.1.8 A Know and use the elements and principles of each art form to create works in the arts and humanities including elements of color, form/shape, line, space, texture, value and principles of balance, contrast, emphasis/focal point, movement/scale, repetition, unity/harmony.</p> <p>9.1.8 B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts including visual arts of paint, draw, craft, sculpt, design for environment, communication, multi-media</p> <p>9.1.8 D Demonstrate knowledge of at least two styles within each art form through exhibition of unique works (formal and informal)</p> <p>9.1.8 E Communicate a unifying theme or point of view through the production of art</p> <p>9.1.8 F Explain works of art through exhibition of students' work based on a study of an artist</p> <p>9.1.8.C Identify and use comprehensive vocabulary in visual art</p> <p>9.1.8 G Explain the benefits of practicing</p> <p>9.1.8 J Incorporate specific uses of traditional (i.e. paint, tools, sponges, etc...) and contemporary (computers, internet, kiln, etc...) technologies within the design for producing and exhibiting works in the arts or the works of others</p> <p>9.1 K / 9.2 A Explain the historical, cultural and social context of an individual work in the arts.</p> <p>9.1.12 H Incorporate the effective and safe use of materials, equipment and tools into the production of works in visual arts at work and in performance spaces.</p> <p>9.1.8 I Know where art events occur when applicable and how</p>	<p>Books Internet Video/DVD</p> <p>Paint Materials Classical CD's</p> <p>Media Center Internet</p> <p>Internet Digital Camera</p>	

	<p><i>to gain admission</i></p> <p><i>9.2 B and C Relate works in the arts (such as styles and genre) to historical events or time periods, when applicable</i></p> <p><i>9.2 D / E Analyze a work of art and its impact from its historical and cultural perspective, when applicable</i></p> <p><i>9.2 F Know and apply appropriate vocabulary used between art and the other curricular areas.</i></p> <p><i>9.2 G Relate works in the arts to geographic regions</i></p> <p><i>9.2 H Identify describe and analyze the work of Pennsylvania artists.</i></p> <p><i>9.2 I Identify, explain and analyze philosophical beliefs as they relate to works in art</i></p> <p><i>9.2 J / K Identify, explain, and/or analyze historical and cultural differences and traditions</i></p> <p><i>9.4.5 D Recognize and/or explain that choices made by an artist regarding subject matter and themes communicate ideas through works of art</i></p> <p><i>9.4.8 A Compare and contrast examples of group or individual philosophical meanings or a work of art</i></p> <p><i>9.4.8 B Compare and contrast informed individual opinions about the meaning of works of art</i></p> <p><i>9.3 A –G Identify and/or analyze art work using the critical process of examination (i.e. compare and contrast, analyze, interpret, evaluate and form judgments) including:</i></p> <ul style="list-style-type: none"> <li><i>• Characteristics, Themes, Forms, Techniques, and Style</i></li> <li><i>• Appropriate vocabulary</i></li> <li><i>• Critical analysis (contextual, formal, and intuitive)</i></li> </ul>		
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