

PAINTING EXPLORATIONS

Grade 9TH

Subject ART

Topic MARK MAKING

Curriculum Standards

HS Proficient VA:Cr1.1.HSI - a. Use multiple artmaking approaches to begin creative endeavors

HS Proficient VA:Cr1.2.HSI - a. Consider a range of materials and methods of traditional and contemporary artistic practices and to plan works of art and design

HS Proficient VA:Cr2.1.HSI - a. Generate and develop artistic work in a self-directed manner

Lesson Focus and Goals

Are painted marks similar or different from marks made from other familiar materials?

Materials Needed

- PowerPoint
- Tempera paint (red, yellow and blue)
- Brushes
- Paper & Paper Towels
- Water Buckets

Learning Objectives

- Students will create and label their own marks with paint
- Students will develop their artistic vocabulary
- Students will understand that making marks can be done with any material (i.e. pencil, pen, paint, etc.)

Structure/Activity

Motivator: I ask the students what they would define as a mark. Students will then be presented with images from Van Gogh and Joan Mitchell and they will be asked to identify what marks they see.

Direct Instruction/Guided Practice: I will do a demo where students will follow along as we create four basic marks with paint together. Students will now create four of their own marks and come up with names for them. My CT and I will walk around the room and supervise them.

Independent Practice: After students have created their marks, they receive another paper, which they will use to create a painting made of up at least five (5) marks using marks from the demo or their own.

Closure: I will let students volunteer or I will call on students to share what they have learned/discovered during this lesson.

Assessment

Summative (Formal):

- Students will create a painting using at least five (5) marks — the marks they use can be from either the demo or their own marks .

Formative (Informal)

- Students will follow along with my demo of creating four basic marks on a paper folded into 8 sections.
- Students will then come up with and label their own marks in the remaining four sections on the paper.
- I will ask students about their thought process and give them suggestions when necessary.

OBSERVATIONAL DRAWING

Grade 9TH

Subject ART

Topic BLIND CONTOUR

Curriculum Standards

HS Proficient VA:Cr1.1.HSI - a. Use multiple artmaking approaches to begin creative endeavors

HS Proficient VA:Cr1.2.HSI - a. Consider a range of materials and methods of traditional and contemporary artistic practices and to plan works of art and design

HS Proficient VA:Cr2.1.HSI - a. Generate and develop artistic work in a self-directed manner

Lesson Focus and Goals

- Detailing your art may be important but sometimes it is okay to wait until the end to include it.
- Working on a piece of art as a whole will better inform their decision making later in their art making process.

Materials Needed

- 9x12 in. Newsprint
- Charcoal
- Teacher provided objects (ie. action figures, plastic bottles)
- Halved folders
- Collection of demo silhouettes/images

Learning Objectives

- Students will develop new strategies to begin their art making process
- Students will expand their artistic vocabulary
- Students will sharpen their drawing abilities through still life practice

Structure/Activity

Motivator/Direct Instruction: I will ask students to give a show of hands to answer: *When you draw anything either for yourself or for school projects, how many of you start with details first? How many of you think of the subject of your drawing as a whole first?* Students will be presented with a series of images that I have blacked out in order to show the silhouette of the object and the object itself. They will attempt to identify it before I reveal it.

Guided/Independent Practice: I will do a demo on how the students will do their drawings before they start — they cannot peek at what they're drawing, the charcoal cannot be lifted from the paper and keep a continuous line until they reach their starting point.

Closure: Students will be asked to share out and explain how they felt about doing blind contour drawing.

Assessment

Summative (Formal):

- Students will create at least two (or three drawings if time allows) different blind contour drawings of any object of their choosing — may add details afterwards.

Formative (Informal)

- I will ask students to give a show of hands as a way to respond to some of my questions.
- Students will also be called upon to further explain their responses to my initial questions.
- The demo will help them understand that the contour/silhouette is what helps them easily recognize characters or objects without any specific details.

COLLAGES

Grade 9TH

Subject ART

Topic PAPER CHANGES

Curriculum Standards

HS Proficient VA:Cr1.1.HSI - a. Use multiple artmaking approaches to begin creative endeavors

HS Proficient VA:Cr1.2.HSI - a. Consider a range of materials and methods of traditional and contemporary artistic practices and to plan works of art and design

HS Proficient VA:Cr2.1.HSI - a. Generate and develop artistic work in a self-directed manner

Lesson Focus and Goals

- We are capable of transforming paper without the use of other tools.
- Paper can be changed in a variety of ways.

Materials Needed

- Graphic Organizer poster
- Markers
- Recycled brown paper/Paper scraps
- Glue
- Post-Its

Learning Objectives

- Students will discover the different qualities of paper.
- Students will expand their artistic vocabulary.
- Students will develop their composition skills and art making process.

Structure/Activity

Motivator: I will bring up the graphic organizer that is divided into three parts: types of paper changes, properties of paper, and the Exit Ticket question. Students will be asked to fill out the first two sections.

Direct Instruction/Guided Practice: Students will be asked to gather the prepared cut pieces of paper. I will do a demo of how to create the listed paper changes and they will follow along with me.

Independent Practice: Students will spend the rest of class time continuing to work on the collages they started on Friday. Students that weren't here on Friday are encouraged to experiment with the paper scraps in the classroom and create their abstract or representational collage.

Closure: Students will clean up and respond to the Exit Ticket question on Post-Its as they leave the room.

Assessment

Summative (Formal):

- Students are encouraged to utilize at least 3-4 paper changes that we practiced earlier in the period to add onto a pre-existing collage or an entirely new collage.

Formative (Informal)

- Students will be asked to fill up a graphic organizer that lists all the different possible paper changes.
- Students will be free to experiment with the materials provided to them.
- Students will fill out exit tickets on Post-Its to answer a question as they leave the classroom.

FIGURE DRAWING

Grade 9TH

Subject ART

Topic BLIND CONTOUR

Curriculum Standards

HS Proficient VA:Cr1.1.HSI - a. Use multiple artmaking approaches to begin creative endeavors

HS Proficient VA:Cr1.2.HSI - a. Consider a range of materials and methods of traditional and contemporary artistic practices and to plan works of art and design

HS Proficient VA:Cr2.1.HSI - a. Generate and develop artistic work in a self-directed manner

Lesson Focus and Goals

- Detailing your art may be important but sometimes it is okay to wait until the end to include it.

- Working on a piece of art as a whole will better inform their decision making later in their art making process.

Materials Needed

- 9x12 in. Newsprint
- Charcoal
- Halved folders
- Collection of demo silhouettes/images

Learning Objectives

- Students will develop new strategies to begin their art making process
- Students will expand their artistic vocabulary
- Students will sharpen their drawing abilities through still life practice

Structure/Activity

MoDirect Instruction: I will ask students to give a show of hands to answer: *When you draw anything either for yourself or for school projects, how many of you start with details first? How many of you think of the subject of your drawing as a whole first?* Students will be presented with a series of images that I have blacked out in order to show the silhouette of the object and the object itself. They will attempt to identify it before I reveal it.

Guided/Independent Practice: I will do a demo on how the students will do their drawings before they start — they cannot peek at what they're drawing, the charcoal cannot be lifted from the paper and keep a continuous line until they reach their starting point. Students will be making two drawings, 10 mins each.

Closure: Students will be asked to share out and explain how they felt about doing blind contour drawing.

Assessment

Summative (Formal):

- Students will create at least two (or three drawings if time allows) different blind contour drawings of any object of their choosing — may add details afterwards.

Formative (Informal)

- I will ask students to give a show of hands as a way to respond to some of my questions.
- Students will also be called upon to further explain their responses to my initial questions.
- The demo will help them understand that the contour/silhouette is what helps them easily recognize characters or objects without any specific details.

STILL LIFE STUDIES UNIT

Grade **9TH**Subject **ART**Topic **STILL LIFE PAINTING**

Curriculum Standards

HS Proficient VA:Re7.2.HSI - a. Analyze the reciprocal relationship between understanding the world and experiencing imagery

HS Proficient VA:Re8.1.HSI - a. Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts

Lesson Focus and Goals

By focusing on an image and its contents, we can use our observational skills to find things we never would have noticed before.

Materials Needed

- PowerPoint
- KWL Chart
- observation graphic organizers
- Exit Ticket
- Parking Lot poster for Exit Tickets

Learning Objectives

- Students will utilize and strengthen their observational skills.
- Students will develop and use subject specific vocabulary to describe what they see.

Structure/Activity

Motivator: Students will complete the KWL chart by stating what they currently **know** about still life studies and what they **want to know** about it during the unit.

Direct Instruction: I introduce the topic of still life painting with the PowerPoint. It contains images of still life paintings by **Paul Cézanne** and **Frida Kahlo**. There are also works by contemporary artists, such as **Natasha Junmanee, Melissa Ritchie** and others.

Guided Practice: Students are handed the "What Do I See?" graphic organizers and analyze the contemporary works in the PowerPoint. They also discuss their observations as a whole group

Closure: Students are asked to write a response for an Exit Ticket that asks them: *What can the objects in a still life tell us about the artist who made it?*

Assessment

Formative (Informal):

- Students will fill out a KWL chart as a whole group at the beginning of the period.
- Students will use an Exit Ticket that answers a provided to them at the end of class.
- Students will be given a graphic organizer where they will write down information about each of the artworks shown to them and what they observe in the image.

STILL LIFE STUDIES UNIT

Grade **9TH**Subject **ART**Topic **STILL LIFE PAINTING**

Curriculum Standards

HS Proficient VA:Cr2.1.HSI - a. Generate and develop artistic work in a self-directed manner.

HS Proficient VA:Cr3.1.HSI - a. Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress.

Lesson Focus and Goals

As students develop their observational skills, they will be able to express what they see with different art mediums.

Materials Needed

- Admit Tickets
- Paper & Paper Towels
- Brushes & Water Buckets
- Watercolors
- Parking Lot poster for Admit Tickets

Learning Objectives

- Students will further develop their observational skills.
- Students will be able to recognize and recreate details they see.
- Students will use self-motivation to begin their art making process.

Structure/Activity

Motivator: Students are given an Admit Ticket that asks them: *How would you define a still life and what is its purpose?*

Direct Instruction: I will do a demo of how students are to make observations of the object of their choice for their still life paintings and using their prior knowledge of watercolors and its properties.

Guided Practice: Students will pick objects provided by the teacher to paint with watercolors. Halfway through this portion of the lesson, students will be asked to do a Turn and Talk with their peers and provide/receive feedback from one another.

Closure: After cleaning up, the entire class will regroup for a reflection about their art making processes.

Assessment

Summative (Formal):

Students will make at least 2 watercolor still life paintings. They will be provided objects by the teacher to do still life paintings of.

Formative (Informal):

- Students will use an Admit Ticket that answers the question provided to them.
- Students will participate in a Turn and Talk with a person from their table or someone they don't usually speak to in class to provide peer-to-peer feedback.
- Students will have a group reflection at the end of class on their watercolor paintings.

STILL LIFE STUDIES UNIT

Grade **9TH**Subject **ART**Topic **STILL LIFE PAINTING**

Curriculum Standards

HS Proficient VA:Cr2.1.HSI - a. Generate and develop artistic work in a self-directed manner.

HS Proficient VA:Cr3.1.HSI - a. Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress.

Lesson Focus and Goals

As students develop their observational skills, they will be able to express what they see with different art mediums.

Materials Needed

- Admit Tickets & Exit Tickets
- Paper & Paper Towels
- Brushes & Water Buckets
- Tempera/Acrylic
- Parking Lot poster for both Tickets

Learning Objectives

- Students will further develop their observational skills.
- Students will be able to recognize and recreate details they see.
- Students will use self-motivation to begin their art making process.

Structure/Activity

Motivator: Students are given an Admit Ticket that asks them: *If you struggle with recreating your drawings a second time, what is the main problem you encounter?*

Direct Instruction: I will do a demo to show students how they can use graphite transfers to help them draw their subject onto their papers, which could potentially be used when they make their final paintings.

Guided Practice: Much like the previous lesson, students will create a still life study of two objects with tempera paint. Students are encouraged to engage in Turn and Talk with their peers

Closure: Students are given an Exit Ticket that asks them: *Now that you've had experience painting still life studies, is there a subject matter you're confident in painting?*

Assessment

Summative (Formal):

Students will make at least 2 watercolor still life paintings. They will be provided objects by the teacher to do still life paintings of.

Formative (Informal):

- Students will use an Admit Ticket that answers the question provided to them.
- Students will participate in a Turn and Talk with a person from their table or someone they don't usually speak to in class to provide peer-to-peer feedback.
- Students will have a group reflection at the end of class on their watercolor paintings.

STILL LIFE STUDIES UNIT

Grade **9TH**

Subject **ART**

Topic **STILL LIFE PAINTING**

Curriculum Standards

HS Proficient VA:Cr2.1.HSI - a. Generate and develop artistic work in a self-directed manner.

HS Proficient VA:Cr3.1.HSI - a. Apply relevant criteria and the feedback of others to revise and refine works of art and design in progress.

HS Proficient VA:Re9.1.HSI - a. Establish relevant criteria in order to evaluate a work of art or collection of works.

HS Proficient VA:Cn10.1.HSI - a. Document the process of developing ideas; from early stages to full elaboration

Lesson Focus and Goals

- By planning out how a piece of art will be done and knowing the processes/techniques needed to achieve it, students will be able to meaningfully create an artwork that is their own.
- - When conducting critiques amongst their peers, students will begin to understand how to talk about a work of art using content specific terms.

Materials Needed

- 11x17in. Paper
- Brushes & Water Buckets
- Acrylic Paint
- Post-Its for peer-to-peer feedback
- Check-In Chart & Stickers for chart
- Teacher Provided Objects

Learning Objectives

- Students will be able to thoughtfully plan out their artistic process.
- Students will independently create their own artwork.
- Students will develop their ability to provide meaningful feedback to their peers.

Structure/Activity

Motivator: As the students come into class, I will give them a sticker and direct them to the check-in chart, which is asking them: How do you feel creating your first major painting? and there will be three columns which say "confident", "unsure but willing to try" and "nervous". Students will place their stickers in the corresponding column.

Independent Practice: Before students begin sketching and/or painting, I will briefly go over the rubric I will use to grade their final painting. Halfway through this part of the lesson, students will engage in Turn and Talk to provide feedback and suggestions to their peers. Students will Post-It notes to leave their feedback next to their peer's work.

Closure: Students will clean up their materials and workspace and reflect on their artistic process so far.

Assessment

Summative (Formal):

Students will create their final still life painting on 11x17in. paper with acrylic paint and are encouraged to bring their own items as the subject matter.

Formative (Informal):

- Students will use a check-in chart at the beginning and at the end of the class period.
- Students will engage in teacher-student feedback during their art making process.
- Students will participate in a Turn and Talk with a person from their table or someone they don't usually speak to in class to provide peer-to-peer feedback.

STILL LIFE STUDIES UNIT

Grade **9TH**Subject **ART**Topic **STILL LIFE PAINTING**

Curriculum Standards

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Lesson Focus and Goals

- By planning out how a piece of art will be done and knowing the processes/techniques needed to achieve it, students will be able to meaningfully create an artwork that is their own.
- - When conducting critiques amongst their peers, students will begin to understand how to talk about a work of art using content specific terms.

Materials Needed

- 11x17in. Paper
- Brushes & Water Buckets
- Acrylic Paint
- KWL Chart & Check-In Chart
- Student Rubrics
- Assessment Worksheet

Learning Objectives

- Students will be able to thoughtfully plan out their artistic process.
- Students will independently create their own artwork.
- Students will develop their ability to provide meaningful feedback to their peers.

Structure/Activity

Motivator: I will bring up their checklist again and review what students need to do during this class period. They will then have their table monitors collect the necessary materials for their table.

Independent Practice: Students will spend a majority of the class period finishing their paintings if they are continuing from the previous lesson. Halfway through this part of the lesson, students will be given a student copy of the rubric and a worksheet that they will use to "grade" their peers' work. Their worksheet will have a pre-assigned name on it and the student will be asked to fill out the worksheet accordingly.

Closure: After clean up, students will go around the room for a gallery walk and look at all the work created by their peers. They will be able to write their comments on Post-It Notes and leave it next to their classmate's work.

Assessment

Summative (Formal):

Students will create their final still life painting on 11x17in. paper with acrylic paint and are encouraged to bring their own items as the subject matter.

Formative (Informal):

- Students will engage in teacher-student feedback during their art making process.
- Students will use a student copy of the rubric and worksheet to assess a pre-assigned peer.
- Students will engage in a gallery walk and are able to leave comments and feedback on their classmates' work.