

Year at a Glance



Painting 2

0104380

2021-2022 School Year

Course Description:

Students develop and refine technical skills and create 2-D compositions in painting. Student artists manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Standards:

Available on [CPalms](#)
[Painting 2](#)

Note: Teachers may use additional resources as listed on individual classroom syllabi. For specific questions regarding individual classrooms, please contact the teacher for clarification.

This guide represents a recommended sequence that can be used voluntarily by teachers. Dates may vary depending on individual classrooms. For specific questions regarding pacing please contact the individual teacher for clarification.

Quarter	Major Concepts/Topics
1	<p>Art Creation and Personal Choice</p> <ul style="list-style-type: none">• Process and apply constructive criticism as formative assessment for continued growth in art-making skills.• Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."• Apply rules of convention to create purposeful design.• Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.• Use and defend the choice of creative and technical skills to produce artworks.• Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.• Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.• Demonstrate organizational skills to influence the sequential process when creating artwork.• Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.

	<ul style="list-style-type: none"> • Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. • Use and maintain tools and equipment to facilitate the creative process. • Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. • Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. • Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination. • Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.
2	<p>Learning and Reflecting about Art</p> <ul style="list-style-type: none"> • Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work. • Make connections between timelines in other content areas and timelines in visual art. • Use appropriately cited sources to document research and present information on visual culture. • Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect. • Describe the significance of major artists, architects, or masterworks to understand their historical influences.
3	<p>Critical Thinking in Art</p> <ul style="list-style-type: none"> • Use critical-thinking skills for various contexts to develop, refine and reflect on an artistic theme. • Assess the work of others, using established or derived criteria, to support conclusions and judgements about artistic progress. • Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems. • Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking. • Examine the rationale for using procedural, analytical and divergent thinking to achieve visual literacy. • Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects. • Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives. • Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process. • Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
4	<p>Technology and Careers in Art</p> <ul style="list-style-type: none"> • Identify rationale for aesthetic choices in recording visual media. • Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects. • Describe community resources to preserve, restore, exhibit and view works of art. • Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns. • Investigate the use of technology and media design to reflect creative trends in visual culture. • Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

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