

**CARLISLE AREA SCHOOL DISTRICT**  
**Carlisle, PA 17013**

**PAINTING I**

**GRADE: 10-12**

**Date of Board Approval: November 17, 2011**

**CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Painting I                      Subject Area: Art                      Grade Level: 10- 12

Course Length: (Semester/Year): Year                      Duration: Period/ 50 Min.                      Frequency: 5 Per./Wk.

Prerequisites: Drawing & Comp or Design I                      Credit: 1                      Level: not applicable

**Course Description/Objectives:** The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of art can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical and aesthetic response.

**Major Text(s)/Resources:**

**Curriculum Writing Committee:**

Lorrie Parris                      Melissa Gallagher

<b>Strand: 9.1 Production, Performance and Exhibition of Visual Arts</b>		<b>Subject Area: Painting I</b>	<b>Grade: 10-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Create original observational compositions with effective utilization of line, shape, form and space.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration</li> <li>• Assignment completion</li> <li>• Critique</li> <li>• Instructor evaluation</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Create original compositions from observation utilizing effective color and value for mass and depth.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration</li> <li>• Assignment completion</li> <li>• Critique</li> <li>• Instructor evaluation</li> </ul>	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Create original observational textural compositions utilizing various techniques (impasto).</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration</li> <li>• Assignment completion</li> <li>• Critique</li> <li>• Instructor evaluation</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Create original, successful compositions utilizing principles of art such as focal point, balance, contrast, unity, movement, scale, and repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration</li> <li>• Assignment completion</li> <li>• Critique</li> <li>• Instructor evaluation</li> </ul>	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Demonstrate recognition of, knowledge of, use of, and revision of elements and principles of art through designing, drawing, and painting,</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration</li> <li>• Assignment completion</li> <li>• Critique</li> <li>• Instructor evaluation</li> </ul>	

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A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Through the use of tints and shades, compose a design emphasizing color and value.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Critique.</li> <li>• Project evaluation.</li> </ul>	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Create a value scale.</li> <li>• Demonstrate an understanding of value through the use of at least 4 values in the development of a composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Critique.</li> <li>• Project evaluation.</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Illustrate the relationship between space, form (3D) and shape (2D) in composition.</li> <li>• Distinguish between positive and negative space in a composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Critique.</li> <li>• Project evaluation.</li> </ul>	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Create a 3D form that demonstrates an understanding of subtractive and/or additive sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Critique.</li> <li>• Project evaluation.</li> </ul>	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> <li>• Distinguish the difference between low-relief, high-relief and in-the-round.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> </ul>	

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C. Integrate and apply advanced vocabulary to the arts.	<ul style="list-style-type: none"> <li>Analyze and discuss artwork utilizing provided vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in oral discussion.</li> <li>Critiques.</li> <li>Written analysis.</li> </ul>	
D. Demonstrate specific styles in combination through the production of an unique work of art.	<ul style="list-style-type: none"> <li>Create an original composition/painting integrating at least two artistic styles or periods.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion.</li> <li>Critique</li> <li>Teacher evaluation</li> </ul>	
E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	<ul style="list-style-type: none"> <li>Demonstrate mastery of media and/or techniques through creation of original themed work.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration</li> <li>Assignment completion</li> <li>Critique</li> <li>Instructor evaluation</li> </ul>	
F. Analyze works of arts influenced by experiences of historical and cultural events through production.	<ul style="list-style-type: none"> <li>Research and analyze historical and cultural effects on a famous painting.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of research.</li> <li>Evaluation of written analysis.</li> </ul>	
G. Analyze the effect of practice sessions.	<ul style="list-style-type: none"> <li>Discuss the effectiveness of valuable efforts in the guided studio setting for quality of production.</li> </ul>	<ul style="list-style-type: none"> <li>Oral Critique</li> <li>Written analysis.</li> </ul>	

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G. Analyze the effect of practice sessions.	<ul style="list-style-type: none"> <li>• Critique of work discussing evidence of efforts/time/exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Critique</li> <li>• Written analysis.</li> </ul>	
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate proper use and application paint and related materials (mediums, solvents, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of procedures.</li> <li>• Skill demonstration.</li> <li>• Oral/written reports.</li> </ul>	
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate necessary ventilation techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of procedures.</li> <li>• Skill demonstration.</li> <li>• Oral/written reports.</li> </ul>	
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate appropriate and safe storage of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of procedures.</li> <li>• Skill demonstration.</li> <li>• Oral/written reports.</li> </ul>	
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts.	<ul style="list-style-type: none"> <li>• Demonstrate appropriate care and cleaning of materials and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of procedures.</li> <li>• Skill demonstration.</li> <li>• Oral/written reports.</li> </ul>	

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I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> <li>• Generate findings of current art events, exhibits and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of submission and results.</li> <li>• Evaluation of materials/ submission process.</li> </ul>	
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> <li>• Completion of admission and submission requirements for an exhibit.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of submission and results.</li> <li>• Evaluation of materials/ submission process.</li> </ul>	
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> <li>• Analyze traditional art technologies and materials.</li> <li>• Analyze contemporary technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Project completion</li> <li>• Oral and written presentation</li> <li>• Critique</li> </ul>	
K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> <li>• Create work a painting that combines traditional and contemporary technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Research of techniques/technologies.</li> <li>• Discussion of past and present technologies.</li> <li>• Painting completion.</li> <li>• Critique.</li> <li>• Visual/written presentation.</li> </ul>	
K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> <li>• Compare and contrast past and present technologies for painting.</li> <li>• Analyze or predict impact of evolving technology on painting.</li> </ul>	<ul style="list-style-type: none"> <li>• Research of techniques/technologies.</li> <li>• Discussion of past and present technologies.</li> <li>• Painting completion.</li> <li>• Critique.</li> <li>• Visual/written presentation.</li> </ul>	

<b>Strand: 9.2 Historical and Cultural Contexts</b>		<b>Subject Area: Painting I</b>	<b>Grade: 10-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> <li>Report on the historical, cultural, and social context in which a particular painting was produced.</li> </ul>	<ul style="list-style-type: none"> <li>Oral and written presentation</li> <li>Teacher evaluation.</li> </ul>	
B. Relate work in the arts chronologically to historical events.	<ul style="list-style-type: none"> <li>Create a timeline identifying paintings and historical events.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion.</li> <li>Project evaluation</li> </ul>	
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> <li>Identify works of art and periods of creation to hypothesis the effect of art on history/culture or effect of history/culture on the art.</li> </ul>	<ul style="list-style-type: none"> <li>Oral /written presentation.</li> <li>Critique</li> <li>Instructor evaluation</li> </ul>	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> <li>Examine effects of history or culture on an individual painting.</li> <li>Examine effects of a painting on a culture or historical event.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Oral/written presentation.</li> <li>Critique</li> <li>Instructor evaluation</li> </ul>	
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	<ul style="list-style-type: none"> <li>Dissect a painting identifying elements affected by culture and history.</li> </ul>	<ul style="list-style-type: none"> <li>Visual presentation.</li> <li>Teacher evaluation.</li> </ul>	



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<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary related to the study of art history and social studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and/or written presentation and/or written report.</li> </ul>
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> <li>• Study artworks from a geographic region such as Moroccan textile designs, or European Art Nouveau and discuss the artists approach to composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Project completion</li> <li>• Project evaluation</li> <li>• Oral discussion and/or critique.</li> </ul>
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	<ul style="list-style-type: none"> <li>• Identify and discuss the work of Pennsylvania artists such as Wyeth, Warhol, or Haring</li> </ul>	<ul style="list-style-type: none"> <li>• Project completion</li> <li>• Project evaluation</li> <li>• Oral discussion and/or critique.</li> </ul>
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.	<ul style="list-style-type: none"> <li>• Given a selected piece of work, students will hypothesize the philosophical beliefs of the artist that created it.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and/or written presentation and/or written report.</li> <li>• Oral discussion and/or critique.</li> </ul>
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts	<ul style="list-style-type: none"> <li>• Given a selected piece of work, students will discuss spiritual or cultural beliefs and historical events that may have influenced the artist that created the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and/or written presentation and/or written report.</li> <li>• Oral discussion and/or critique.</li> </ul>

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K. Identify, explain and analyze traditions as they relate to works in the arts.	<ul style="list-style-type: none"> <li>Given a selected piece of work, students will discuss regional traditions and/or styles that may have influenced the artist that created the work.</li> </ul>	<ul style="list-style-type: none"> <li>Oral and/or written presentation and/or written report.</li> <li>Oral discussion and/or critique.</li> </ul>	
L. Identify, explain and analyze common themes, forms and techniques from works in the arts.	<ul style="list-style-type: none"> <li>Compare and contrast multiple works of art and analyze/discuss themes, forms and techniques that may have influenced the artists.</li> </ul>	<ul style="list-style-type: none"> <li>Oral and/or written presentation and/or written report.</li> <li>Oral discussion and/or critique.</li> </ul>	

<b>Strand: 9.3 Critical Response</b>		<b>Subject Area: Painting I</b>	<b>Grade: 10-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Compare, contrast, interpret and analyze characteristics and qualities of selected compositions and express those thoughts through discussion or writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Oral and written presentation</li> </ul>	
B. Determine and apply criteria to a person's work and works of others in the arts.	<ul style="list-style-type: none"> <li>• Determine elements and principals of design relevant to a specific, work of art. Determine the relevant criteria and apply it to discussion of student and professional work.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Oral and written presentation</li> </ul>	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> <li>• Analyze and classify works of art based on style, materials or political/religious point of view.</li> <li>• Form a critical response based on analyzation and classification.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Oral and written presentation</li> </ul>	
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> <li>• View artwork from different cultures and analyze how the elements, principles, form and function differ.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Oral and written presentation</li> </ul>	
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> <li>• Analyze and interpret with appropriate vocabulary the meaning or purpose found in various works of art created in different cultures and time periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Oral and written presentation</li> </ul>	

<b>Strand: 9.3 Critical Response</b>	<b>Subject Area: Painting I</b>	<b>Grade: 10-12</b>
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E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Read a critique or analysis of a work of art or art style and discuss.</li> <li>• Examine a composition and discuss in a critical way.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal critique</li> <li>• Class discussion</li> </ul>
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Provide criticism on a composition in a written critique.</li> <li>• Consider the context of a work of art and write a critical response.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal critique</li> <li>• Written critique or short essay</li> </ul>
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	<ul style="list-style-type: none"> <li>• Compare the meaning of various compositions at the time they were done to their meaning in the present.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Oral and written presentation</li> <li>• Class discussion</li> </ul>
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	<ul style="list-style-type: none"> <li>• Analyze artworks or compositions based on the knowledge of judgments made by art critics.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Oral and written presentation</li> <li>• Class discussion</li> </ul>

<b>Strand: 9.4 Aesthetic Response</b>		<b>Subject Area: Painting I</b>	<b>Grade: 10-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.	<ul style="list-style-type: none"> <li>Examine a philosophical statement about a design, craft or work of art and relate it to one's own life experience.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Oral/written Response</li> </ul>	
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.	<ul style="list-style-type: none"> <li>Analyze designs, crafts or works of art and evaluate the effect they have on an individual or group.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Oral/written Response</li> </ul>	
C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.	<ul style="list-style-type: none"> <li>Interpret the meaning of various designs, crafts or works of art viewed in different environments (e.g. studio versus museum).</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Oral/written Response</li> </ul>	
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	<ul style="list-style-type: none"> <li>Examine and respond to an accepted philosophy about particular designs, crafts, or works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Oral/written Response</li> </ul>	

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)