

# PAINTING

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AIMEE ZVINAKIS

[azvinakis@sequoyahschool.org](mailto:azvinakis@sequoyahschool.org)



## Essential Questions

***How is form observed, interpreted and expressed in painting?***

***Why must we deconstruct artistic pieces in order to understand ways in which they were created?***

***How do form, theme and context express and influence meaning in an artwork?***

***How does the creative process help cultivate the growth of an idea?***

## Course Description

This introductory painting course will expose students to classical and contemporary painting, techniques and concepts with emphasis on the understanding of its formal language and the fundamentals of artistic expression. We will practice painting in the still-life and portrait genres, with a strong focus on observational painting. Color theory, compositional structure, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills will all be emphasized extensively in our units of study. Demonstrations, videos, presentations, group and individual critiques will be given throughout the course. Watercolor, acrylic and oil painting will be the primary painting media for this class. Students will develop conceptual skills as they carefully plan, collaborate and reiterate ideas for larger projects.

Students will create a self-directed path to discover their own individual style and artistic voice in each of the painting projects. Students will keep a sketchbook to document the process of their research and idea development for projects. Students will learn to offer and receive feedback with their peers in mid-project and summative critiques. The conceptual phase will be a chance to develop strong critical thinking skills to guide the outcome and direction of the final work. Students will write summative artist statements to support their finished paintings.

## Learning Outcomes

In this visual arts class, learning outcomes are focused on both the process and the product. Evidence for the process includes sketchbook idea development, critical investigation, mid-project and summative critiques. Evidence for the product includes studio work, summative reflections and artist statements.

**1 Engage and Persist:** I showed persistence in achieving quality results and refined work based off own observations and feedback from others.

**2 Stretch and Explore:** I planned and experimented with multiple solutions/media/techniques exploring creative possibilities throughout the project.

**3 Envision:** I developed finished artwork following the objectives of the project that exhibit unique and personal visual solutions.

**4 Reflect:** In my final plan, artist statement and in critique, I communicated a clear understanding of how the elements in my artwork integrate form, theme and context to meet the objectives of the project.

**5 Developing Craft:** My artworks show a developed skill with the media and tools used and displays attention to detail and care in construction.

**6 Understand the Art World:** I synthesized formal, thematic and contextual aspects of an artwork to show how these elements are integrated to help form meaning.

**7 Express:** I considered and integrated all aspects of my composition so artwork communicates my big ideas effectively. My big ideas are succinctly expressed in my summative artist statement as well.

**8 Ownership:** I demonstrated initiative, personal responsibility and a commitment to learning; I have the ability to self-reflect, manage my time effectively both in class and out of class, and learn from his/her/their mistakes.

## Projects

**Surreal Still Life** In this watercolor painting project, students will learn a variety of watercolor painting techniques and well as foundational observational drawing techniques. We will learn about the art movement of Surrealism and the surreal devices artists employed to create dreamlike effects in their paintings. We will also study compositional structures in traditional still life paintings to create more harmonious layouts with our objects within the frame of the painting. Students will construct a still life of self selected objects and employ at least 3 surreal devices to their still life and paint this composition in watercolor paint.

**The Intangible Self-Portraiture** In this oil and acrylic painting project, students will learn about facial proportions, the grinding method and some foundation acrylic painting and oil painting techniques and mediums involved. As media testing for this project, students will complete a self-portrait in oil paint using a greyscale color scheme and the grinding method to review values and become comfortable with working with oil paint. In the final painting project, students will select themselves or someone they are personally close with as their subject for the painting. Their challenge is to make something that is invisible about this person visible in the painting. Students will have the opportunity to look at the work of a variety of portrait paintings from different eras and art movements to learn from and see how other artists are using the painting medium in portraiture to express the intangible about a a particular person.

## Supplies

For this class, every student needs to have an **A4 size blank sketchbook** to use for their process documentation. A hardbound sketchbook would be ideal, but a softcover will work.

In this class, you will need to pay for the **canvas** you use for the portrait project using the school's index payment.

## Ethics and Art Practice

- All students as artists will care for and maintain materials, tools, and equipment inside and outside the classroom. We will discuss the importance of safety, appropriate handling, and how to follow correct procedures in handling materials, tools, and equipment.
- Environmental responsibility and safety: we will discuss different ways how materials may impact human health and the environment.
- Plagiarism, authorship, and ownership: we will discuss different issues relative to authorship and ownership as they apply to creating works of art and learn about specific practices such as appropriation, fair use, copyright, open source, and creative commons.

*The freedom to create comes with responsibilities to your own health and safety and that of those around you, as well as the world around you.*