



Grand Island Central School District Curriculum Map <Drawing and Painting >

| Units of Study (Duration) | NYS Standards | Common Core Standards | Vocabulary • Content • Process | Essential/Guiding Questions | Essential Skills | Assessment(s) | Resources • Texts • Tech Integration |
|------------------------------|--|--|--|--|---|---|--|
| Line | Standard 1 | R,CCR, 1 W,CCR, 4 | -blind contour line -contour line | How does line create form? | -hand-eye coordination -define edges of form -attention to form | -strong value in line created by student -clean , crisp lines in work | Visual Posters Over heads Classroom Text Book Student Examples Teacher Example |
| Value | Standard 1 Standard 2 | R,CCR, 1 R,CCR, 2 W,CCR, 4 W,CCR,9 | Value value studies of object -flat planes -curved -transparent surfaces (glass) | How does line create form? How does value create three dimensional form or volume? | -reinforce understanding of value, scale, cast shadows, core shadows, and highlights | -strong values in line -clean, crisp lines -smooth blending is demonstrated in student work | Visual Posters Overheads Classroom Text Book Student Examples Teacher Examples |
| Cubism | Standard 1 Standard 2 | R,CCR, 3 R,CCR, 4 W,CCR,4 W,CCR,8 | -still life drawing -self portrait -art history related -P. Picasso -G. Braque | How is value used in Cubism? What is Analytical Cubism? What is Synthetic Cubisms? What does it mean to Dry Brush? | -learn characteristics and style of Cubism -produce drawing and painting with Cubist characteristics | -understanding by student of Cubism -use of strong values in drawings and paintings. | Visual Posters Overheads Classroom Text Book Student Examples Teacher Examples |
| Surrealism | Standard 1 Standard 2 Standard 4 | R,CCR,2 R,CCR,4 R,CCR,3 W,CCR,4 W,CCR,8 W,CCR,9 | -brainstorming ideas as method of Surrealists -charcoal drawings -value -art history -Breton,Dali, Magritte, D'Chirico | What techniques did the Surrealists use to create an image? Who invented surrealism? What was the purpose of sSurrealism? Why was the Dada movement important to the development of Surrealism? | -apply value skills -become familiar with famous Surrealist artists Creative Thinking processes | -strong value is demonstrated in student work product -creative ideas brainstormed -verbal questioning on art history facts | Visual Posters Overheads Classroom Text Book Student Examples Teacher Examples |

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| Perspective | Standard 1 Standard 2 | R,CCR, 1 R,CCR, 2 W,CCR,4 W,CCR,1 | -city block -value study on each building | What angle of perspective is created using three point perspective? When was perspective invented and by who? | -learn to work with three dimensional vanishing point -reinforce value on geometric shapes | -straight lines used in work -correct perspective shown in work -strong values used in work | Visual Posters Overheads Classroom Text Book Student Examples Teacher Examples |
| Color Theory | Standard 1 Standard 2 | R,CCR,3 R,CCR,5 W,CCR,4 W,CCR,8 | -color wheel -color systems: -hue -tone -tints -shades - monochromatic -analogous -triadic - complementary -triptych color study -color history -art history - Bauhaus | How does color manipulate the way one sees things? What are the Psychological effects of colors? How are colors interpreted in different cultures? | -understanding of color -recognizing color systems -apply knowledge of color to paintings | -create correct color systems -correct mixing of pigment is demonstrated by student -good design in work -students correctly answer verbal questions on color | Visual Posters Overheads Classroom Text Book Student Examples Teacher Examples |
| Water Color | Standard 1 Standard 2 | R,CCR,3 R,CCR,5 W,CCR,4 W,CCR,8 | -work with water colors -reinforce basic perspective, one and two point -foreground -middle ground -background | What is the correct way to use water color paint? What is the difference between Water color and Acrylic paints? How are Water color brushes different from Acrylic or Oil painting brushes? | -learn to work with water colors -apply color theory -work in sequential process from background to foreground | -students demonstrate correct application of water color paint -correct perspective used -good values used in work | Visual Posters Overheads Classroom Text Book Student Examples Teacher Examples |
| Egg Tempera | Standard 1 Standard 2 | R,CCR,3 R,CCR,5 W,CCR,4 W,CCR,9 | -mix egg tempera -prepare masonite panel -flowers are subject matter -art history related - G. O'Keefe - A. Wyeth | What is the correct way to use egg tempera? | -learn an ancient painting technique -mix egg tempera in proper proportions -storing of materials successfully | -students demonstrate correct application of paint -correct perspective used -good values shown | Visual Posters Overheads Classroom Text Book Student Examples Teacher Examples |

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| Land Scape | Standard 1 Standard 2 | R,CCR,3 R,CCR,5 W,CCR,4 W,CCR,9 | -acrylic landscape painting - perspective -layer print -stretch and prime the canvas | What is the correct way to stretch a canvas? What is the Rule of 3rds? How is color used in landscape painting to create perspective? | -reinforce perspective in line and color -learn to properly prepare canvas -learn to layer paint and get desired effects. | -students demonstrate correct use of tool -correct values used -correct perspective and application of paint shown. | Visual Posters Overheads Classroom Text Book Student Examples Teacher Examples |
| Collage | Standard 1 Standard 2 | R,CCR,3 R,CCR,5 W,CCR,4 W,CCR,8 | Collage- insect subject -magazine -cut and paste -value range to model insect form | How can value be achieved through collage? How can perspective be achieved through Collage? | -reinforce color, unity, balance, shape -create values through use of color and shape | students demonstrate correct use of tools, value, perspective. | Visual Posters Overheads Classroom Text Book Student Examples Teacher Examples |
| Gesture | Standard 1 | R,CCR,5 W,CCR,4 | -gesture drawings -figure -portrait -paint -pencil -art history -A. Giacometti | How can line express movement? How can line show proportion? | -use line to create movement and form -blend color and collage materials into gesture lines. | -students demonstrate correct application of line -proper proportion | Visual Posters Overheads Classroom Text Book Student Examples Teacher Examples |
| DeStilj | Standard 1 Standard 2 | R,CCR,3 R,CCR,4 W,CCR,4 W,CCR,8 | Value Drawing Pencil Art History Piet Mondrian Collage Primary Colors | What is the meaning of DeStilj? How did DeStilj art movement influence urban street design? How was DeStilj influenced by Cubism? | use line to create an object. Create values using pencil. Break down and simplify object into geometric shapes. Use only primary colors and black to collage image. | Students demonstrate knowledge of DeStijl. Students demonstrate Value. Students demonstrate knowledge of color theory and collage. | Visual Posters Overheads Classroom Text Book Student Examples Teacher Examples |

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| Still Life | Standard 1 Standard 2 | R,CCR,3 W,CCR,4 | Art History Color Theory Acrylic Paint Canvas Paper Long Handle Brushes, Palettes Under Painting | What is the meaning of Trompe l'oeil? What is the purpose of an under painting? | reinforce color theory. Blend Colors Build up layers Use an under painting. Add shadows and high lights | Students will demonstrate knowledge of color theory and value. Students will demonstrate knowledge of Trompe l'oeil? | Visual Posters Overheads Classroom Text Book Student Examples Teacher Examples |
| Final | Standard 2 | R,CCR,5 W,CCR,4 | Art History Tools Techniques | How do we make good art? Why do we make good art? | Reinforce all of the information taught during the course | Students will understand how to use different art History periods and tools, techniques used to create Art | Review Over heads Lectures Class room notes reproductions |
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