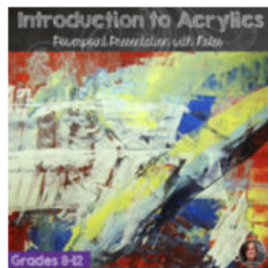
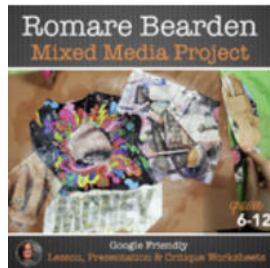


Introduction to Acrylics Curriculum Visual Timeline:

Introduction



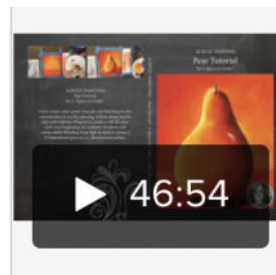
Weeks 1-2

Color Blending



Weeks 2-3

Pear Still Life Video



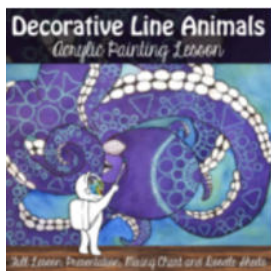
Weeks 4-5

Experimenting with Color



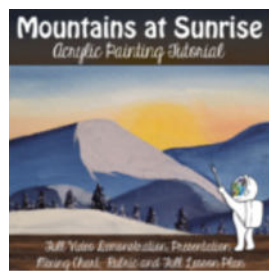
Weeks 5-7

Color, Line, Value and Texture



Weeks 8-10

Landscape Paintings



Weeks 11-13



Portraits



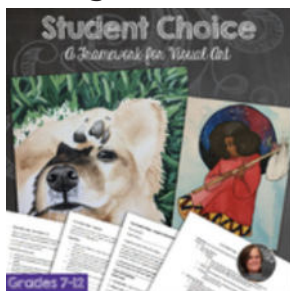
Weeks 14-15

Culminating Project

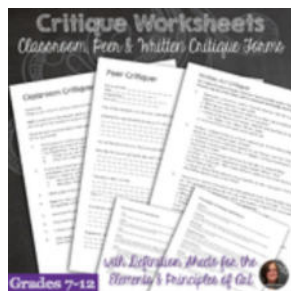


Weeks 16-17

Throughout Semester



Journal/Homework Prompts and Student Choice

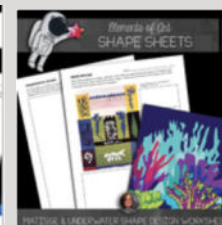
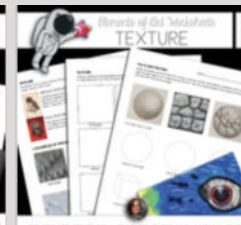
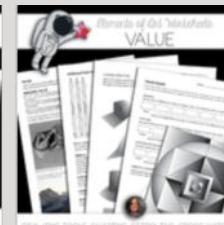
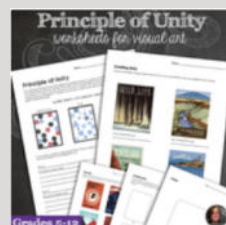


Final Portfolio Review



Week 18

E & P Worksheets/Mini-Lessons



Intro to Acrylics –Scope and Sequence

Lesson Name / Number of Days or Weeks / Media Covered/ Worksheets that can be used to supplement	Big Ideas / Key Concepts/ Elements/Principles Covered	National Visual Arts Anchor Standards/Reason for teaching.	Student Activities	Final Outcomes/ Assessment	Differentiation Only use when necessary, always keep high expectations for all students.
Week 1: Mixed Media Nametags	Developing a positive classroom environment.	Developing a positive classroom culture and getting to know your students. Assigning lockers.	Create a mixed media name tag using mixed media supplies and glue.	Participation Points	Credit is given for finishing and using good detail. Hang nametag on your cubby or storage area to be graded.
Day 6: 1. Introduction to Acrylic Paint Presentation: Pass out supplies, speak to expectations of classroom.	Go through basics of acrylic paint, characteristics of acrylics, artists who've used acrylics, brushes, challenges, techniques, general classroom management for acrylics.	Understanding the medium managing supplies and classroom. Hand out paints and brushes and other supplies to students.	Learn about characteristics of acrylic paint, artists, brushes and challenges of using acrylics. Get supplies and understand classroom expectations.	Supplies put away in locker.	N/A
Week 2-3 2. Circle Tree Silhouette Painting <u>WORKSHEETS:</u> <u>Element of Color</u> <u>Principle of Unity</u> <u>Principle of Balance</u>	To mix secondary and intermediate colors using only primary colors To learn the basics of color mixing To learn how to create both monochromatic and analogous blends. Color, Balance, Unity	CREATING: Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.	Create a color wheel using only primary colors Create value range of 1-6 using blending Create unity with use of color schemes Create balance through the use of tree branches and placement of trees.	Completed color wheel with proper color bias. Three practice blends. Painting tree with colored circles. Completed Student Self-Evaluation.	Allow special education students to complete less complicated trees and/or complete fewer practices.

Intro to Acrylics –Scope and Sequence

<p>Week 4-5: 3. Still Life Pear <u>VIDEOS:</u> <u>Getting Started with Acrylic Paint - Acrylic Pear Tutorial (TPT Streaming Video)</u></p> <p><u>WORKSHEETS:</u> <u>Element of Form</u> <u>Element of Value</u></p>	<p>Learn the basics of blending, brushes etc.</p> <p>You can choose to have students watch this video first and then do the Circle Tree Silhouette, it's up to you.</p> <p>Blend a pear shape to create a three dimensional pear form.</p>	<p>CREATING:</p> <p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>Create a blended background in acrylic paint.</p> <p>Draw a pear from a reference sheet.</p> <p>Softly blend from yellow to red to create the illusion of three dimensions on a flat surface.</p>	<p>Completed Pear painting with proper shading, surface and shadow.</p> <p>Completed Student Self-Evaluation sheet</p>	<p>Allow special education student to use a template for pear.</p> <p>I cut the shape out of a piece of cardboard. (Or assist them with drawing the pear shape.)</p> <p>Assist by removing art when needed to give paint a chance to dry.</p>
<p>Week 5-7: 4. Radial Dot Painting <u>WORKSHEETS:</u> <u>Color Mixing Chart</u> <u>Element of Form</u> <u>Element of Value</u></p>	<p>To mix intermediates, tints, shades, and duller intensities</p> <p>To learn how to create symmetry in a radial design</p> <p>Learn about contemporary artist Maurice Stockton.</p> <p>To create rhythm, variety and movement with dot size, placement and color.</p> <p>To create a unified design through the use of a color and design</p>	<p>CREATING:</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>CONNECTING:</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p>	<p>Mix your colors, and not use them directly out of the tube.</p> <p>Mix colors with at least one different color</p> <p>Create a radial symmetry design using a radial design and acrylic dots</p> <p>Create rhythm using repetition of dots and color</p> <p>Create variety in dot size</p> <p>Create movement in dot placement</p> <p>Create unity with color</p>	<p>Completed Color Mixing Chart</p> <p>Completed Radial Design on Paper</p> <p>Completed Student Self-Evaluation.</p>	<p>Allow special education students to create a design with less shapes.</p> <p>Assist students with mixing and applying paint if aide is available.</p>

Intro to Acrylics –Scope and Sequence

<p>Weeks 8-10:</p> <p>5. Decorative Line Animals OR See Below:</p> <p><u>WORKSHEETS:</u></p> <p><u><i>Principle of Rhythm</i></u></p> <p><u><i>Doodle Starter Sheets</i></u></p> <p><u><i>Color Mixing Chart</i></u></p> <p><i>Demonstration Video:</i></p> <p>http://www.youtube.com/watch?v=nDySj09YKXg</p> <p><i>Definitions:</i></p> <p>https://www.thoughtco.com/unity-definition-in-art-182473</p> <p><i>Color Bias</i></p> <p><i>Demonstration:</i></p> <p>https://youtu.be/jTc727znNkw</p>	<p>Use of line, color, repetition, rhythm and unity in a piece of art.</p>	<p>CREATING:</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>Explore acrylic paints and learn about basic color mixing. Learn how to use a grid to draw a subject. Plan out the color schemes and apply to final painting. Practice creating rhythm in art through the use of line. Apply line techniques using acrylic paint to create rhythm. Achieve unity in a piece of art through the use of color and line.</p>	<p>Completed 4 line design thumbnails using the doodle thumbnail sheet</p> <p>Completed color scheme</p> <p>Reference gridded out by the inch</p> <p>Completed practice sketch with color ideas and line designs</p> <p>Final decorative line animal painting</p> <p>Completed Student Self-Evaluation sheet</p>	<p>Special Education students should be allowed to trace their reference with a sharpie and then transfer using a chalk transfer rather than gridding.</p> <p>Some students may use a painted version of their decorative line design animal rather than photographic reference.</p> <p>Always keep expectations high for every student, but accommodate as needed.</p>
<p>Weeks 8-10:</p> <p>6. Expressive Colored Animals</p> <p>(you can use this separately or in place of decorative line animals. This is a more advanced version)</p>	<p>Analyze shading, texture, and proportion to create a 3-dimensional animal</p> <p>Use expressionistic color to create mood</p> <p>Analyze the visual effect of one color against another</p>	<p>CREATING:</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p>	<p>Draw an animal from photographic reference with the use of a grid</p> <p>Create a color scheme with tints and shades</p> <p>Create a small scale study of their animal before painting final art</p>	<p>Gridded photo and final paper/canvas</p> <p>Created a color scheme</p> <p>Completed small test painting to figure out your OWN process</p> <p>Final Painting</p>	<p>Special Education students should be allowed to trace their reference with a sharpie and then transfer using a chalk transfer rather than gridding.</p> <p>Some students may use a painted version of their decorative line design</p>

Intro to Acrylics –Scope and Sequence

		Anchor Standard #3. Refine and complete artistic work.	Analyze shading, texture and proportion to create a 3-dimensional animal Use expressionistic color to create mood Analyze the visual effect of one color against another	Student Self-Evaluation	animal rather than photographic reference. Always keep expectations high for every student, but accommodate as needed
Week 11: Mountains at Sunrise Acrylic Landscape Painting Tutorial VIDEO: https://youtu.be/wQD4gahY1Gk WORKSHEET: COLOR MIXING CHART	<i>To learn about basic color mixing, blending, layering, and creating space on a 2D surface.</i>	CREATING: Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.	<ul style="list-style-type: none"> • Use color mixing to create a color palette for the painting. • Paint a miniature version of the painting as practice. (OPTIONAL) • Create a landscape painting using a video as a guide. • Create the illusion of depth through the use of space, i.e.: detail, value, overlapping, etc. • Paint landscape in layers, allowing it to dry between background, mid-ground and foreground. 	<ul style="list-style-type: none"> • Color Plan • Final painting • Completed Rubric • Participate in critique if teacher desires to do a class critique 	Allow special education students to paint a smaller version of the painting. Pre-mix colors, or have someone assist with the mixing/thickness of the paint.
Weeks 12-13 8. Semi-Abstract Landscape VIDEOS: https://youtu.be/jlOFtL8Ems4 - by SurajFineArts	To learn about foreground, mid-ground and background and how to create a sense of depth on a two dimensional surface. To create a simplified version of photographic landscape through the use	CREATING: Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work.	Find photographic landscape reference that has a good foreground, mid-ground and background. Paint a color plan from reference using colors that were mixed/enhanced and were not directly out of the tube.	Color Plan with colors for foreground, mid-ground and background Final art painting with palette knife	Allow special education students to begin with painted reference. Allow students to create a smaller version of their landscape.

Intro to Acrylics –Scope and Sequence

https://youtu.be/jbemMsC_WP8 - by SurajFineArts	of color and simplified shapes. To learn to make artistic choices in creating a piece of art that creates/maintains visual interest.	Anchor Standard #3. Refine and complete artistic work. CONNECTING: Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding..	Paint a simplified version of photographic landscape through the use of color and simplified shapes using mostly a palette knife. Create the illusion of depth through the use of space, i.e.: detail, value, overlapping, etc. Make artistic choices through the use of color, shape or composition to create an original piece of art that has visual interest. Paint landscape in layers, allowing it to dry between background, mid-ground and foreground.	Completed Student Self-Evaluation sheet/rubric Participate in critique if teacher desires to do a class critique	
Weeks 14-15: 7. Monochromatic Portrait Painting <u>WORKSHEETS:</u> <u>Element of Color</u> <u>Principle of Pattern</u> <u>Critique Sheets</u> <u>VIDEOS:</u> https://www.youtube.com/watch?v=pF_e68hzBo <u>0 Painting Tints and Shades (and some paint etiquette) by The Art Project</u>	To create an expressive colored but realistic portrait To understand color theory, tints and shades. To understand contrast/pattern	CREATING: Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.	Create a color scheme with a minimum of 2 colors, 3 is better. Change color scheme from face to clothing/background. Paint a value scale of each color from darkest shade to white demonstrating an understanding of tints and shades. Draw contour lines of portrait onto drawing paper. Create the illusion of a 3D portrait using tints and shades of color choices.	Create 3 value scales of each color in color scheme from 0-8 (light to dark and all the values in between) Paint a sphere using one of the colors and tints/shades. Created pattern ideas for background Contour line drawing of portrait was accurate	Special Education students should be allowed to trace their reference with a sharpie and then transfer using a chalk transfer rather than gridding. Some students may use a painted version of their decorative line design animal rather than photographic reference. Always keep expectations high for every student, but accommodate as needed

Intro to Acrylics –Scope and Sequence

https://youtu.be/zOI5cNe69KM - Acrylic Portrait Painting Simple Techniques Acrylic Art by Mahesh Pendam Art			<p>Create a pattern to use in background.</p> <p>Choose photographic reference of a person that student wants to paint, it can be someone they know or a celebrity.</p>	<p>A minimum of 6 values were used in your portrait</p> <p>Completed Student Self-Evaluation sheet/rubric</p>	
<p>Weeks 16-17: 7. Favorite Foods Still Life <u>WORKSHEETS:</u> <u>Element of Color</u> <u>Principle of Pattern</u> <u>Critique Sheets</u></p>	<p>To learn how to create value/shading in acrylic paint.</p> <p>To learn how to create the illusion of 3 dimensions on a 2-dimensional surface in acrylic paint.</p> <p>To create a still life painting based on your favorite food.</p> <p>To learn to make artistic choices in creating a composition that creates/maintains visual interest.</p>	<p>CREATING:</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>Bring in favorite food to create a composition</p> <p>Photograph food composition with phone or camera</p> <p>Complete a tints and shades worksheet as a review</p> <p>Paint a sphere in the color of their food and experiment with background colors</p> <p>Choose a photo from their phone to use as reference</p> <p>Paint background of canvas in the color they chose.</p> <p>Draw contour line drawing of their composition in white charcoal.</p> <p>Print and grid reference if desired. Paint their favorite food onto canvas creating a realistic painting.</p>	<p>Completed Tints and Shades Worksheet</p> <p>Painted Sphere on background</p> <p>Completed still life painting</p> <p>Completed Student Self-Evaluation sheet/rubric</p> <p>Participate in critique if teacher desires to do a class critique</p>	<p>Special Education students should be allowed to trace their reference with a sharpie and then transfer using a chalk transfer rather than drawing from observation.</p> <p>Always keep expectations high for every student, but accommodate as needed</p>

Intro to Acrylics –Scope and Sequence

Week 18: Final Exhibition/Written Reflection and Portfolio.	<p>Students work collected over the course of the semester will be given 10 points for each completed lesson, 0 for each lesson that isn't completed.</p> <p>Art show for each student should include 3 works of art and student should plan on how to present their work to the class.</p>	PRESENTING: <p>Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p>	<p>Collect all completed artwork based on list of lessons and turn in as a portfolio of work.</p> <p>Choose 3 pieces of art to include in a presentation to the class.</p> <p>Students must choose their three best pieces and display them in an "art show" for the class to view.</p>	<p>Final Portfolio Evaluation will be based on art show presentation, portfolio and reflection.</p>	<p>N/A</p>
Throughout Semester: Student Choice Project <u>WORKSHEETS:</u> <u>Free Studio Proposal Sheet</u> <u>Free Studio Evaluation Sheet</u>	<p>To plan and create a piece of art with personal meaning.</p> <p>To apply techniques and skills learned in class to your own artwork.</p>	CREATING: <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> CONNECTING: <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p>	<p>Complete artwork(s) worth a minimum of 300 points, or 12 hours.</p> <p>Apply skills and techniques learned in class to their own artwork.</p> <p>Explore, choose, begin and complete their own artwork using the artistic process.</p> <p>Reflect on their final art in written form</p> <p>Participate in critique of work (optional)</p>	<p>Final art demonstrated skills and techniques learned in class.</p> <p>Final art was display quality.</p> <p>Completed FSF Proposal and had it signed.</p> <p>Completed FSF student self-evaluation with written explanations of art.</p> <p>Participate in critique if teacher desires to do a class critique</p>	<p>Allow for younger and special education students to complete a lower point requirement.</p>

Intro to Acrylics –Scope and Sequence

Full Semester Materials List

MATERIALS LIST:

MIXED MEDIA NAME TAGS:

- Small plastic cups with lids for glue and water mixture
- Older brushes to use with glue
- Mat board cut to the size you want your nametags to be
- Magazines
- Acrylic Paint
- Water
- (Scissors if students really need them.)
- Mailing tags if desired.

CIRCLE TREE SILHOUETTE and ACRYLIC PEAR TUTORIAL

- Acrylic Paint in a variety of colors (minimum of red, yellow, blue, white and black.) It's best to have 2 of each of the red, yellow and blue each with a bias toward the opposite secondary color.
- Paper plates for color wheel as well as for palettes later in the lesson
- Glue sticks to paste color wheel sheet into center of plate
- Scissors to cut out color wheel circle.
- Print outs of the center part of the color wheel (see slide number 24)
- Enough scrap acrylic paper or canvas for each student to have 3-4 pieces
- One final sheet of acrylic paper or canvas for each student with a few extra for mistakes
- White and Black Charcoal pencils for drawing trees
- Masking tape, I use the blue masking tape, regular will work too
- Large and small acrylic paint brushes (synthetic bristles)

RADIAL DOT PAINTING

- Drawing Paper cut in a square the same size of final artwork
- Canvas cut in the shape of a square the size of your paper template with an additional 1" all the way around for a taped border.

Intro to Acrylics –Scope and Sequence

- Board to tape canvas down
- Blue masking tape
- Acrylic Paints:
- Plastic cups with lids for mixed paint
- Brushes, water, paper plates for palettes
- Drawing paper and 6B pencils
- Chalk

DECORATIVE LINE ANIMALS and EXPRESSIVE COLORED ANIMALS

- Canvas or Acrylic Paper cut to the size of reference doubled. 2” should be added to both measurements for a border.
- Extra small pieces of acrylic paper or canvas for practices
- Beaver board or other firm surface for students to attach their work to.
- White and Black Charcoal pencils for drawing
- Masking tape, I use the blue masking tape, regular will work too
- Large and small acrylic paint brushes (synthetic bristles)
- Acrylic Paint
- Paper Plates to use as palettes.
- Paint Brushes

MONOCHROMATIC PORTRAIT

- Acrylic Paint in a variety of colors (minimum of red, yellow, blue, white and black.) It's best to have 2 of each of the red, yellow and blue each with a bias toward the opposite secondary color.
- Acrylic Paint brushes, synthetic bristles and a variety of sizes.
- Water cups
- Small pieces of canvas for value scales
- Canvas
- Pencils/erasers and drawing paper
- Hard surface to tape canvas
- Blue masking tape

Intro to Acrylics –Scope and Sequence

SEMI-ABSTRACT LANDSCAPES

- Palette Knives
- Small plastic cups with lids for mixed paint
- Water cups
- Small pieces of canvas for color plan
- Canvas
- Hard surface to tape canvas
- Blue masking tape

PAST AND FUTURE HANDS

- Acrylic Paint, Brushes, Water and cups
- Thick mat board cut to approximately the size of hands
- Bags or folders for students to hold collected supplies
- Magazines
- Maps
- Books supplied for mixed media
- Fabric
- Buttons
- Bleeding Tissue Paper
- Thread and Needles
- Clear Packing Tape
- Masking Tape
- Stamp Pads, Erasers, Carving tools or Xacto knives
- Matte Medium or Glue
- Scissors or xacto blades
- Anything else you would like to use

FREE STUDIO FRIDAY

- Materials used throughout semester
- Students may only use materials that have been covered in class at the time they start a project

Intro to Acrylics –Scope and Sequence

ART EXHIBITION/PORTFOLIO AND REFLECTION