

# Seymour Public Schools Curriculum

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## Course: Modern Painting

Modern Painting is a half-year course offered to any sophomore, junior, or senior who has successfully completed Basic Drawing with an average of 70 or better.

In this beginner's painting course the student will be introduced to a range of media, techniques, and genre used in painting. Students will complete four to five paintings based on various modern artists and art movements.

### Objectives:

Students will:

1. become familiar with both wet and dry painting media including but not limited to: tempera paints, acrylics, watercolors, pastels, oil pastels, and markers
2. become familiar with various art movements including but not limited to: Art Nouveau, Primitivism, Impressionism, Post-Impressionism, Cubism, Surrealism, Abstract Expressionism, and Pop Art
3. become familiar with various modern artists including but not limited to: Henri Rousseau, Claude Monet, Vincent Van Gogh, Pablo Picasso, Savlador Dali, Rene, Magritte, Wassily Kandinsky, Andy Warhol, and Roy Lichenstein
4. become familiar with terms and vocabulary associated with modern painting

# Seymour Public Schools Curriculum

**Unit:**  
**Color Scheme Painting**

<b>Grade:</b> 9, 10, 11, 12	<b>Subject:</b> Modern Painting <b>Unit:</b> Color Scheme Painting
<b>CSDE Standard</b>	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content Content Standard 5-Analysis, Interpretation and Evaluation
<b>Enduring Understanding</b>	There are specific color schemes that artists/designers use for different purposes.
<b>Essential Questions</b>	What are the various color schemes/harmonies that artists/designers use? How are the various color schemes/harmonies used?
<b>Content Standard:</b>	<ol style="list-style-type: none"> <li>1. Students will understand, select, and apply media, techniques and processes.</li> <li>2. Students will understand and apply elements and organizational principles of art</li> <li>3. Students will consider, select, and apply a range of subject matter, symbols and ideas.</li> <li>4. Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.</li> </ol>
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</li> <li>• conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes</li> <li>• apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems</li> <li>• use, record and develop ideas for content over time</li> <li>• apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)</li> </ul>

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
Art Nouveau tempera painting, divided into six different color schemes.	12" X 18" rough draft paper 18" X 24" white tag board Pencil Ruler Tempera paints Various watercolor brushes Color wheel Examples of student work Notes/hand-outs Teacher demonstration	Finished product Assessment list Critique

# Seymour Public Schools Curriculum

Unit:  
**Primitivism/Tempera Batik**

<b>Grade:</b>  10, 11, 12	<b>Subject:</b>  Modern Painting Unit: Primitivism/Tempera Batik
<b>CSDE Standard</b>	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content Content Standard 4-History & Cultures
<b>Enduring Understanding</b>	Primitivism is a modern art movement which was developed by Henri Rousseau. Tempera batik is a painting process that can be used for creative expression.
<b>Essential Questions</b>	What is Primitivism and who developed this style? What is the process of tempera batik?
<b>Content Standard:</b>	<ol style="list-style-type: none"> <li>1. Students will understand, select, and apply media, techniques and processes.</li> <li>2. Students will understand and apply elements and organizational principles of art</li> <li>3. Students will consider, select, and apply a range of subject matter, symbols and ideas.</li> <li>4. Students will understand the visual arts in relation to history and cultures.</li> </ol>
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</li> <li>• conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes</li> <li>• judge the effectiveness of different ways of using visual characteristics in conveying ideas</li> <li>• apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems</li> <li>• use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning</li> <li>• analyze and interpret artworks in terms of form, cultural and historical context, and purpose</li> <li>• reflect critically on various interpretations to better understand specific works of art</li> <li>• apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)</li> </ul>

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<b>Tempera batik painting of an imaginary jungle in the Primitive style of Henri Rousseau</b>	<b>12" X 18" rough meal paper Tempera paints Various watercolor brushes Black India ink Prints of Rousseau paintings Student examples Magazine pictures Teacher demonstrations Notes/hand-outs</b>	<b>Finished product Assessment list Critique</b>

# Seymour Public Schools Curriculum

Unit:  
**Cubism/Acrylics**

<b>Grade:</b>  10, 11, 12	<b>Subject:</b>  Modern Painting Unit: Cubism/Acrylics
<b>CSDE Standard</b>	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content Content Standard 4-History & Cultures
<b>Enduring Understanding</b>	Cubism is a modern art movement which was developed by Pablo Picasso. Acrylics are one type of painting media used for creative expression.
<b>Essential Questions</b>	What is Cubism and who developed this style? How can acrylics be used as a means of creative expression?
<b>Content Standard:</b>	1. Students will understand, select, and apply media, techniques and processes. 2. Students will understand and apply elements and organizational principles of art 3. Students will consider, select, and apply a range of subject matter, symbols and ideas. 4. Students will understand the visual arts in relation to history and cultures.
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</li> <li>• conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes</li> <li>• judge the effectiveness of different ways of using visual characteristics in conveying ideas</li> <li>• apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems</li> <li>• use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning</li> <li>• analyze and interpret artworks in terms of form, cultural and historical context, and purpose</li> <li>• reflect critically on various interpretations to better understand specific works of art</li> </ul> <p>apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)</p>

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<b>Strategies/Modes (examples)</b>	<b>Materials/Resources (examples)</b>	<b>Assessments (examples)</b>
<b>Original acrylic painting in the Cubist style of Picasso</b>	<b>11" X 14" newsprint 11" X 14" stretched canvas Acrylic paints Assorted brushes Prints of paintings by Picasso Books on Picasso Student examples Magazine pictures Teacher demonstrations Notes/hand-outs</b>	<b>Finished product Assessment list Critique</b>

# Seymour Public Schools Curriculum

Unit:  
**Impressionism/Oil Pastels**

<b>Grade:</b>  10, 11, 12	<b>Subject:</b>  Modern Painting Unit: Impressionism/Oil Pastels
<b>CSDE Standard</b>	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content Content Standard 4-History & Cultures
<b>Enduring Understanding</b>	Impressionism marked the beginning of the Modern Art Movement and was developed by Claude Monet. Oil pastels are a dry painting medium which can be used for creative expression.
<b>Essential Questions</b>	What is Impressionism and who developed this style? How can oil pastels be used to produce an Impressionist painting?
<b>Content Standard:</b>	1. Students will understand, select, and apply media, techniques and processes. 2. Students will understand and apply elements and organizational principles of art 3. Students will consider, select, and apply a range of subject matter, symbols and ideas. 4. Students will understand the visual arts in relation to history and cultures.
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</li> <li>• conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes</li> <li>• judge the effectiveness of different ways of using visual characteristics in conveying ideas</li> <li>• apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems</li> <li>• use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning</li> <li>• analyze and interpret artworks in terms of form, cultural and historical context, and purpose</li> <li>• reflect critically on various interpretations to better understand specific works of art</li> <li>• apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)</li> </ul>



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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Original Impressionist painting translated from magazine picture done in oil pastels</p>	<p>12" X 18" tan or gray toned paper Pencil Oil pastels Note/hand-outs Magazine pictures Prints of paintings by Monet Books about Monet Student examples</p>	<p>Finished product Assessment list Critique</p>

# Seymour Public Schools Curriculum

Unit:  
**Post-Impressionism/Markers**

<b>Grade:</b>  10, 11, 12	<b>Subject:</b>  Modern Painting Unit: Post-Impressionism/Markers
<b>CSDE Standard</b>	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content Content Standard 4-History & Cultures
<b>Enduring Understanding</b>	Post-Impressionism is a modern art movement. Vincent Van Gogh was a post-impressionist painter. Markers can be used as a dry painting medium for creative expression.
<b>Essential Questions</b>	What is Post-Impressionism? What type of painter was Vincent Van Gogh? How can markers be used to create a Post-Impressionist painting in the style of Vincent Van Gogh?
<b>Content Standard:</b>	1. Students will understand, select, and apply media, techniques and processes. 2. Students will understand and apply elements and organizational principles of art 3. Students will consider, select, and apply a range of subject matter, symbols and ideas. 4. Students will understand the visual arts in relation to history and cultures.
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</li> <li>• conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes</li> <li>• judge the effectiveness of different ways of using visual characteristics in conveying ideas</li> <li>• apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems</li> <li>• use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning</li> <li>• analyze and interpret artworks in terms of form, cultural and historical context, and purpose</li> <li>• reflect critically on various interpretations to better understand specific works of art</li> <li>• apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)</li> </ul>

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<b>Strategies/Modes (examples)</b>	<b>Materials/Resources (examples)</b>	<b>Assessments (examples)</b>
<b>Post-Impressionist landscape painting done in markers translated from a magazine picture</b>	<b>12" X 18" white drawing paper Thick and thin water-base markers Notes Prints of paintings by Van Gogh Books about Van Gogh Student examples Magazine pictures</b>	<b>Finished product Assessment list Critique</b>

# Seymour Public Schools Curriculum

**Unit:**

**Surrealism/Transparent Watercolors**

<p><b>Grade:</b>  10, 11, 12</p>	<p><b>Subject:</b>  Modern Painting Unit: Surrealism/Transparent Watercolors</p>
<p><b>CSDE Standard</b></p>	<p>Content Standard 1-Media Content Standard 2-Elements &amp; Principles Content Standard 3-Content Content Standard 4-History &amp; Cultures</p>
<p><b>Enduring Understanding</b></p>	<p>Surrealism is a modern art movement. Salvador Dali and Rene Magritte were renowned Surrealist artists. Transparent watercolors are a painting medium used for creative expression.</p>
<p><b>Essential Questions</b></p>	<p>What is Surrealism? Who are two artists renowned or their Surrealist style? How can transparent watercolors be used as a means of creative expression?</p>
<p><b>Content Standard:</b></p>	<p>1. Students will understand, select, and apply media, techniques and processes. 2. Students will understand and apply elements and organizational principles of art 3. Students will consider, select, and apply a range of subject matter, symbols and ideas. 4. Students will understand the visual arts in relation to history and cultures.</p>
<p><b>Performance Expectations (Student outcomes)</b></p>	<ul style="list-style-type: none"> <li>• apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</li> <li>• conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes</li> <li>• judge the effectiveness of different ways of using visual characteristics in conveying ideas</li> <li>• apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems</li> <li>• use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning</li> <li>• analyze and interpret artworks in terms of form, cultural and historical context, and purpose</li> <li>• reflect critically on various interpretations to better understand specific works of art</li> </ul> <p>apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)</p>

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<b>Strategies/Modes (examples)</b>	<b>Materials/Resources (examples)</b>	<b>Assessments (examples)</b>
<p style="text-align: center;"><b>Original Surreal watercolor painting from imagination</b></p>	<p>14" X 20" newsprint                      Pencil                      14" X 20" hot-pressed watercolor paper                      Large drawing boards                      Masking tape                      Transparent watercolors                      Various watercolor brushes                      Liquid masque                      Exacto knife                      Books about Dali and Magritte                      Prints of paintings by Dali and Magritte                      Student examples                      Teacher demonstrations                      Magazines and Internet                      Notes/hand-outs</p>	<p style="text-align: center;"><b>Finished product                      Assessment list                      Critique</b></p>

# Seymour Public Schools Curriculum

Unit:

**Abstract Expressionism/Mixed Media**

<b>Grade:</b>  10, 11, 12	<b>Subject:</b>  Modern Painting Unit: Abstract Expressionism/Mixed Media
<b>CSDE Standard</b>	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content Content Standard 4-History & Cultures
<b>Enduring Understanding</b>	Abstract Expressionism was a modern art movement. Wassily Kandinsky was considered an Abstract Expressionist. Media can be mixed as a means of creative expression.
<b>Essential Questions</b>	What is Abstract Expressionism? What artist can be considered an Abstract Expressionist? How can media be mixed to create a symbolic painting?
<b>Content Standard:</b>	1. Students will understand, select, and apply media, techniques and processes. 2. Students will understand and apply elements and organizational principles of art 3. Students will consider, select, and apply a range of subject matter, symbols and ideas. 4. Students will understand the visual arts in relation to history and cultures.
<b>Performance Expectations (Student outcomes)</b>	<ul style="list-style-type: none"> <li>• apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</li> <li>• conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes</li> <li>• judge the effectiveness of different ways of using visual characteristics in conveying ideas</li> <li>• apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems</li> <li>• use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning</li> <li>• analyze and interpret artworks in terms of form, cultural and historical context, and purpose</li> <li>• reflect critically on various interpretations to better understand specific works of art</li> <li>• apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)</li> </ul>

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<b>Strategies/Modes (examples)</b>	<b>Materials/Resources (examples)</b>	<b>Assessments (examples)</b>
<b>Symbolic self-portrait using mixed media and design elements to represent personality</b>	<b>12" X 18" white vellum Sharpies Pencil Colored pencils Watercolors/brushes 9" X 12" white vellum Student examples Books about/ prints of paintings by Kandinsky</b>	<b>Finished product Assessment list Critique</b>

# Seymour Public Schools Curriculum

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p><b>Symbolic self-portrait using mixed media and design elements to represent personality</b></p>	<p><b>12" X 18" white vellum Sharpies Pencil Colored pencils Watercolors/brushes 9" X 12" white vellum Student examples Books about/ prints of paintings by Kandinsky</b></p>	<p><b>Finished product Assessment list Critique</b></p>