

## **Mixed Media Painting**

Painting

Ms. Pisney

The goal for each student, within this project, is to explore the use of texture in order to enhance an otherwise two-dimensional painting.

### **Students will:**

- Develop an idea/concept for their painting that connects the visual arts with personal experiences, other disciplines/contexts, and/or societal, cultural, or political issues. (Standards: Cr, Cn)
- Utilize critical and creative thought in determining connections between their painting and personal experiences and/or other disciplines and contexts. (Standard: Cn)
- Develop and refine their ability to utilize a variety of mediums (wheat paste, tissue paper, magazines, photographs, and other found materials) to create interest and texture within their final composition. (Standard: Cr. 2)
- Identify a connection between these materials and the main concept behind their painting. (Standard: Cn)
- Communicate their reflections in an insightful and sincere manner in order to assess the merits of their artwork within an artist statement. The artist statement should coherently and consistently explain their ideas, outline the processes they went through in the creation of their work, identify personal goals, personally critique their work, and explain the connection between their project, other disciplines/context, and/or societal, cultural, or political issues. (Standard: Pr, Re)

**What will be the main concept behind your painting? (Personal experience, another discipline/context, social issue, political issue, cultural issue)**

**What found materials will you use in order to add dimension and texture to your painting? (Remember they must connect to your main concept!)**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<u><i>Create1:</i></u> Conceive and develop authentic ideas and artwork.	Demonstrates exceptional use of the steps necessary in the development of a work of art to inspire creativity and innovative thinking.	Effectively demonstrates use of the steps necessary in the development of a work of art to inspire creativity and innovative thinking.	Demonstrates minimal use of the steps necessary in the development of a work of art to inspire creativity and innovative thinking.	Did not use the steps necessary in the development of a work of art to inspire creativity and innovative thinking.
<u><i>Create2:</i></u> Understand, select, and apply artistic media, techniques, and processes.	Demonstrates a consistently exceptional quality of acquisition of skills/ techniques through experimentation, practice, and persistence.	Demonstrates overall good quality of acquisition of skills/ techniques through experimentation, practice, and persistence.	Demonstrates average quality of acquisition of skills/ techniques minimal through experimentation, practice, and persistence.	Demonstrates poor quality of acquisition of skills/ techniques through little to no experimentation, practice, and persistence.
<u><i>Create3:</i></u> Complete and refine artistic work, employing knowledge of craftsmanship and other art structures.	Additional time and effort put into the refinement and completion of quality work. Work is of exceptional quality.	Time and effort put into the refinement and completion of quality work. Work is of good quality.	Some time and effort put into the refinement and completion of quality work. Work is of average quality.	Minimal time and effort put into the refinement and completion of quality work. Work is of poor quality.
<u><i>Respond:</i></u> Reflect upon and assess the characteristics and merits of their artwork and the work of others.	Participation in class discussions include at least four insights, questions, opinions, and/or constructive feedback.	Participation in class discussions include three insights, questions, opinions, and/or constructive feedback.	Participation in class discussions include two insights, questions, opinions, and/or constructive feedback.	Participation in class discussions include one to zero insights, questions, opinions, and/or constructive feedback.
<u><i>Connect:</i></u> Determine connections between the visual arts, personal experiences, and other disciplines and contexts (societal, cultural, historical, etc.)	Coherent connections between societal, cultural, historical, and/or personal life with art-making approaches made to create meaningful works of art/design.	Connections between societal, cultural, historical, and/or personal life with art-making approaches made to create meaningful works of art/design.	Unclear connections between societal, cultural, historical, and/or personal life with art-making approaches made to create meaningful works of art/design.	No connections between societal, cultural, historical, and/or personal life with art-making approaches made to create meaningful works of art/design.
<u><i>Present/Produce:</i></u> Analyze, interpret, and select artistic work for presentation.	Artist statement is written in paragraph form in full sentences. Includes description of work, process of creating work, explains/interprets concept behind work, identify personal goals, and personally critiques their work.	Artist statement is not written in paragraph form or uses full sentences, but does include a description of work, process of creating work, explains/interprets concept behind work, identify personal goals, and personally critiques their work.	Artist statement is not written in paragraph form or uses full sentences, and does not include one of the following: description of work, process of creating work, explains/interprets concept behind work, identify personal goals, and personally critiques their work.	Artist statement is not written in paragraph form or uses full sentences, and does not include two or more of the following: description of work, process of creating work, explains/interprets concept behind work, identify personal goals, and personally critiques their work.