# Renoir/Impressionism

Content Area:  **Visual and Performing Arts**
Course(s):
Time Period:  **Generic Time Period**
Length:  **6 classes**
Status:  **Not Published**

## Renoir

- Learn about the necessary divisions of a Landscape painting (Foreground, Middleground, and Background).

- Learn about the history and Aesthetic Values of the French Impressionist Movement

- Identify and discuss the way that colors of a Landscape really appear, and how they significantly change throughout the day

- View/Discuss and Learn about the work of August Renior

- Create an original Practice Landscape

- Create an original Impressionistic Landscape Painting

- Learn a variety of Watercolor painting techniques

## Standards & Indicators

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| VPA.1.1.5 | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. |
| VPA.1.1.5.D | Visual Art |
| VPA.1.1.5.D.CS1 | Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. |
| VPA.1.1.5.D.1 | Identify elements of art and principles of design that are evident in everyday life. |
| VPA.1.1.5.D.CS2 | The elements of art and principles of design are universal. |
| VPA.1.1.5.D.2 | Compare and contrast works of art in various mediums that use the same art elements and principles of design. |
| VPA.1.2.5 | All students will understand the role, development, and influence of the arts throughout history and across cultures. |
| VPA.1.2.5.A | History of the Arts and Culture |
| VPA.1.2.5.A.CS1 | Art and culture reflect and affect each other. |
| VPA.1.2.5.A.1 | Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. |
| VPA.1.2.5.A.CS2 | Characteristic approaches to content, form, style, and design define art genres. |
| VPA.1.2.5.A.2 | Relate common artistic elements that define distinctive art genres in dance, music, |

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| | theatre, and visual art. |
| VPA.1.2.5.A.CS3 | Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. |
| VPA.1.3.5.D | Visual Art |
| VPA.1.3.5.D.CS1 | The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems. |
| VPA.1.3.5.D.CS3 | Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making. |
| VPA.1.3.5.D.3 | Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. |
| VPA.1.3.5.D.CS4 | The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. |
| VPA.1.3.5.D.4 | Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. |
| VPA.1.3.5.D.CS5 | There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills. |
| VPA.1.3.5.D.5 | Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. |
| VPA.1.4.5.A | Aesthetic Responses |
| VPA.1.4.5.A.1 | Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. |
| VPA.1.4.5.A.CS2 | Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. |
| VPA.1.4.5.A.2 | Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. |
| VPA.1.4.5.A.CS3 | Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. |
| VPA.1.4.5.A.3 | Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). |
| VPA.1.4.5.B.1 | Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. |
| VPA.1.4.5.B.3 | Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. |
| VPA.1.4.5.B.CS5 | Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?). |
| VPA.1.4.5.B.5 | Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of |

dance, music, theatre, and visual art.

## Assessment

- Teacher Observation

- Practice Drawing

- Painting

## Resources

- Medium Drawing Paper

- Large Watercolor Paper

- Watercolor Paints and Brushes

- Plastic Cups

- Pencils

- Erasers

- Color Pencils