



INTERPRETING INTERIOR SPACES

-ADVANCED 2D MEDIA-
LESSON PLAN

● THE CHALLENGE

Students will photograph several interior spaces, and analyze the images to understand what elements contribute to the atmosphere of the space. What is in the space, and how does it make the space feel? Students will then create an acrylic painting of an interior space, informed by their research.

VOCABULARY

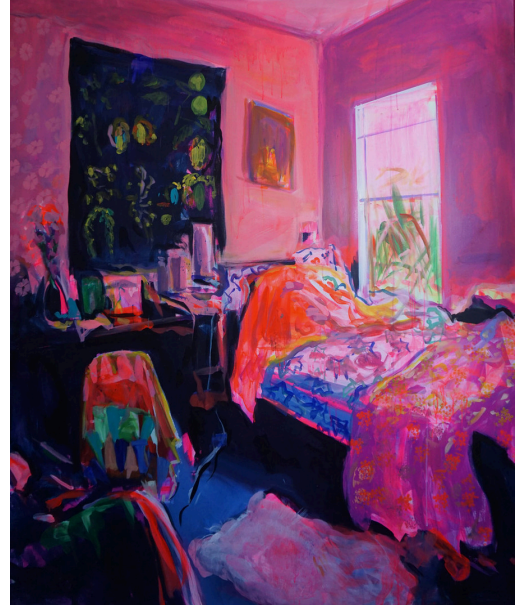
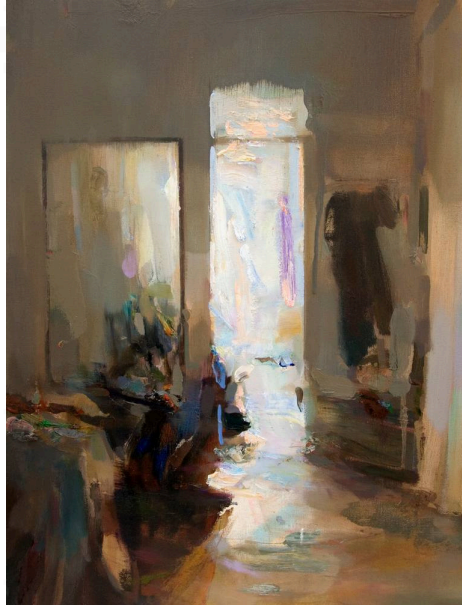
Acrylic, Wash, Palette Knife, Blending, Pigment, Canvas, Stretcher, Gesso, Glaze, Value, Contrast, Realistic, Impasto, Composition

MATERIALS

Acrylic Paints, Paint Brushes, Canvas, Stretcher Bars, Staple Gun, Gesso, Sandpaper, Water Dish, Water, Towel, Colored Pencil, Paper, Camera

GET INSPIRED: ARTISTS

Caroline Walker, Carlos San Millan, Ekaterina Popova



Standards	Learning Objectives
<p>VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p>	<p>Students will create an interior painting while demonstrating responsible use of art materials and choice of artistic content.</p>
<p>VA:Pr4.1.IIIa: Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>	<p>Students will select paintings from the class to include in the schools art show, through thoughtful analysis, justification, and critique.</p>
<p>VA:Re8.1.IIIa: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>	<p>As a class, students will critically analyze several artists paintings to develop personal interpretations that can be used to inspire their own artwork.</p>

SCHEDULE:

WEEK 1

- Students will be introduced to painting vocabulary terms techniques, through a powerpoint presentation.
- Students will learn about several artists who paint interior scenes and will participate in a group discussion to analyze and interpret the artist's work.
- Students will conduct research by taking several photographs of interior spaces for homework.

WEEK 1-2

- Students will use their photographs as inspiration to create sketches of their own interior scene.
- Students will choose to add people, objects, lighting, etc. in their interior sketch to provoke a theme/mood of their choice.
- Students will add color to their drawing, using colored pencil, to visualize how color plays a role in the atmospheric feeling of the space.

WEEK 3

- Students will learn how to build a stretcher, stretch the canvas, apply gesso, and sand the gessoed surface.
- Students will transfer their drawing to their canvas using a projector.

WEEK 3-4

- Students will begin painting.
- Students will participate in a critique of the paintings during week 4 and have the opportunity to make changes in their artwork.
- Students will complete their paintings and select paintings from the class to include in the schools art show.

GRADING RUBRIC

1= Emerging, 2=Meeting, 3=Exceeding

Please circle the number you feel best reflects your performance. Leave box empty for teacher evaluation.

DESIGN

Composition, Contrast
Value, Color

1

2

3

ORIGINALITY

Painting created expresses a clear,
unique, and thoughtful understanding
of an interior space

1

2

3

CRAFTSPERSONSHIP

Canvas is well constructed: stretcher
is square, canvas is taut, and gesso is
sanded, painting exhibits attention to
detail

1

2

3

EFFORT AND FOCUS

Modeled respectful studio etiquette,
committed to attending class on time,
created a thoughtful painting

1

2

3

STUDENT'S COMMENTS

TEACHER'S COMMENTS

TOTAL /12