

Unit #5: Color

Content Area: **Fine and Performing Arts**
Course(s): **Art 1**
Time Period: **February**
Length: **10 weeks**
Status: **Published**

Unit Overview

The Color unit within the Art I curriculum students learn to how to use color correctly by use of colored pencil and painting techniques. Students are taught the basics of the color wheel including color theory and color mixing. The main focuses of study include colored pencil technique, tempera painting techniques and watercolor techniques. Students are also introduced to a variety of art history movements as well as famous artists.

Students will be able to complete the following Color Projects and learn the following concepts using the “Creative” Standard 1.6:

- Colored Pencil technique Grid drawing
- Art Nouveau
- Pop Art Portraits
- VanGogh Flowers
- Pointilism Landscapes
- Colored pencil techniques
- Color theory & color schemes
- Art nouveau & Toulouse Lautrec
- Pop artists including Roy Lichtenstein
- Self portraits
- Oil pastel techniques
- Impressionism
- Vincent Vangogh
- Georges Seurat & Post Impressionism
- Pointilism
- Optical mixing

Enduring Understanding

VPA.1.1.12	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.1.4.12.A.2	Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.
VPA.1.4.12.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and

originality of art are often expressed in qualitative, discipline-specific arts terminology.

Essential Questions

- How can color be manipulated to create a successful work of art?
- How do artists use painting techniques and tools to express their ideas?
- Where does color come from?

Lesson Titles/Objectives

- 1. Colored Pencil Techniques Grid Drawing- Students will be able to create a drawing of school materials using colored pencil techniques and warm or cool colors.
- 2. Art Nouveau- Students will be able to understand and apply the ideas and styles of Art Nouveau into an original watercolor painting.
- 3. Pop Art Portraits- Students will be able to create an original portrait in the style of pop artist Roy Lichtenstein using tempera paint.
- 4. Van Gogh Flowers- Students will be able to understand and apply the style of Van Gogh using oil pastels to create an original still life drawing of flowers.
- Pointilism Landscape- Students will be able to create an original landscape painting in the pointilism style of Impressionist artist Georges Seurat.

Standards/Indicators/Student Learning Objectives

VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Pr	Presenting
VA.9-12.1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

With a growth mindset, failure is an important part of success.
Innovative ideas or innovation can lead to career opportunities.

Inter-disciplinary Connections

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
SOC.6.1.12.B.11	Geography, People, and the Environment
SOC.6.1.12.D.10	History, Culture, and Perspectives

Warm-Up

- group discussion of work in progress
- Recap of day prior
- Students will be asked the daily "Question of the day" which will be a warm-up question pertaining to the daily activity. Students will write the both the question and the answer in their Question of the Day packets.

Anticipatory Set

- artist of the day
- current event of the arts
- group discussion
- scholastic magazine article
- video clip

Instructional Strategies/Learning Activities/ Level of Blooms/DOK

- colored pencil techniques demo and practice worksheet
- Georges Seurat video and questions worksheet
- grid drawing worksheet
- Modern Masters movie on Van Gogh and powerpoint presentation
- pastel practice worksheet and demo
- pointillism optical mixing color wheel practice
- Pop Art video on Roy Lichtenstein
- Students will be able to apply techniques learned to create an original work of art. They will then analyze what they have done and evaluate their progress.
- watercolor techniques practice and demo

Closure

- students will participate in a group critique
- Students will again be posed the Question of the Day to wrap up the daily activities. They will then answer as a class and make sure to have the correct answer written in their Question of the Day packets. This will reiterate the daily objective as well as clarify anything that needs clarification.
- Students will complete a self assessment exercise
- Students will complete the 3-2-1 activity
- Students will complete the review activity

Modifications

- Adapt the extent to which a learner is actively involved in the task.
- Adapt the goals or outcome expectations while using the same materials.
- Adapt the skill level, problem type, or the rules on how the learner may approach the work.
- Adapt the time allotted and allowed for learning, task completion or testing.
- Adapt the way instruction is delivered to the learner.
- Increase the amount of personal assistance with specific learner.

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks

- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

ELL Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

504 and IEP Accommodations and Modifications

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Gifted and Talented Modifications

- Alternate assignments/enrichment assignments
- Enrichment projects

- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Formative Assessment

- Daily walk arounds assessing student progress
- peer critique of work in progress
- Preliminary Sketches/Sketchbook Assignments
- Question of the Day
- self critique of work in progress

Summative Assessment

- Marking Period 3 Assessment
- Project: Art Nouveau
- Project: Colored Pencil Technique Drawing
- Project: Pointillism Landscape
- Project: Pop Art Portraits
- Project: Van Gogh Impressionist Flowers

Resources & Materials

- Art Elements Student Booklet
- Powerpoint Presentation
- Scholastic Magazine Periodical
- Smartboard Interaction
- Various Books and videos on specific artists
- Video Clip

Technology

- Prometheum Board
- Chromebook
- IPEVO demonstration camera
- Smart devices

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.

