

2021 Unit 4: Monochromatic Painting

Content Area: **Fine and Performing Arts**
Course(s): **Exploratory Art**
Time Period: **September**
Length: **10 Days**
Status: **Published**

Unit Overview:

Students will build upon color theory learned in Art 7. Students will explore different color schemes, including Complimentary, Analogous, and Monochromatic. Students will ultimately create a monochromatic painting of a chosen landscape. Focusing on monochromatic color, students will learn how to use shades and tints of a single color to create the Element of Space within their work.

Essential Questions:

- What are the 12 colors on the Color Wheel?
 - What is a color scheme?
 - What are some examples of color schemes?
 - What is a tint and a shade?
 - What is a landscape?
 - How can the illusion of depth/distance be achieved using a Monochromatic color scheme?
-
- How do artists and designers create works of art or design that effectively communicate?
 - How do artists and designers determine whether a particular direction in their work is effective?
 - How do artists determine what resources and criteria are needed to formulate artistic investigations?
 - How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
 - What criteria are considered when selecting work for presentation, a portfolio, or a collection?
 - What responsibilities come with the freedom to create?
 - Why do artists follow or break from established traditions?

Enduring Understandings:

- The Color Wheel is a tool used to inform users about color choices.
 - Color schemes use a specific combination of colors based on their position on the color wheel.
 - There are several color schemes, including Complimentary, Analogous, and Monochromatic.
 - The Element of Space can be achieved through the use of shades and tints of a single color.
-
- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.
 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making

approaches.

- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

Lesson Titles:

1. Re-introduction to the Color Wheel
2. What are color schemes?
3. What are tints and shades of a color?
4. Working with paint and mixing colors
5. Creating Value Scales
6. What are Landscape Paintings?
7. Creating a Monochromatic Landscape Painting

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
TECH.9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information. Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.

Multiple solutions often exist to solve a problem.

Inter-Disciplinary Connections:

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Equity Considerations

Climate Change Mandate

Topic: Climate-inspired Color Palettes -

Seasonal or regional landscapes - Discuss how climate influences the color palette of a landscape. Choose monochromatic color palettes inspired by specific climates or seasons. For example, explore blues and grays for cool coastal landscapes, warm browns and oranges for arid regions, or muted greens and yellows for autumnal landscapes.

Climate change impact - Discuss the emotional impact of these palettes and how they can raise awareness about climate issues. Explore monochromatic palettes inspired by the effects of climate change, such as bleached coral reefs (blues and whites), melting glaciers (blues and grays), or drought-stricken landscapes (browns and blacks).

Addresses the Following Component of the Mandate: The political, economic, and social contributions of impact of climate change, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

[Climate Visualizer](#) - This interactive website from the National Geographic allows you to explore visualizations of climate change impacts in different locations around the world.

LGBTQ & Disabilities Mandate

Topic: Representation and Identity in Landscape Choice

- Featured artists - Introduce students to LGBTQ+ and Disabled artists who work with landscape themes, like Agnes Martin, Georgia O'Keeffe, or Chuck Close. Analyze how their unique perspectives influence their portrayal of nature and use of color.
- Challenging traditional landscape aesthetics - Discuss how traditional landscape paintings often depict idealized or romanticized views of nature. Encourage students to challenge these notions through their monochromatic landscapes, showcasing diverse perspectives and experiences within the natural world.

Topic: Accessibility and Accommodations

- Color perception and alternative mediums - Present color theory lessons that would accommodate students with different color perception abilities. Use alternative mediums like textured surfaces, raised lines, or tactile materials to help students understand and explore shades and tints within a single color.
- Adaptive tools and techniques: Research and introduce adapted tools and techniques for students with disabilities. Demonstrate ergonomic brushes, specialized grips, voice-controlled painting software, or alternative canvases like textured surfaces.

Topic: Celebrating Difference and Promoting Empathy

- Discussion and reflection - Create a safe space for students to discuss their relationship with nature, identity, and how these factors influence their artistic choices. Use landscape paintings as a springboard for conversations about individuality, empathy, and understanding diverse perspectives on the environment.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

LGBTQ+ and Disability Arts Organizations:

- [National Center for Disability Arts](#)
- [The Trevor Project](#)
- [Gay & Lesbian Alliance Against Defamation \(GLAAD\)](#)

Accessible Art Resources:

- [The Metropolitan Museum of Art Access Programs](#)
- [Art Beyond Sight](#)

- [National Endowment for the Arts \(NEA\)](#)

Asian American Pacific Islander Mandate

Holocaust Update

Amistad Mandate

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Students will view examples of color schemes and describe the qualities inherent in each.
- Students will define various color schemes.
- Students will analyze the relationships between colors in a given color scheme.
- Students will define and differentiate between Hue, Shade, and Tint.
- Students will experiment mixing different colors and assess the results.
- Students will create value scales using tints and shades of a single color.
- Students will analyze sample paintings and choose and compare the color schemes used.
- Students will create a landscape painting using a Monochromatic color scheme.
- Students will apply their knowledge of the Element of Space and evaluate the effect of their chosen tints and shades on the success of the illusion.
- Students will judge their work based on criteria set forth in the project requirements (via self-rubric)

Modifications

ELL Modifications:

- Create alternate rubrics for assessments
- Focus on domain specific vocabulary and keywords
- Use real objects when possible

- Offer alternate/modify assignments and assessments
- Read aloud assessments-Repeat, reword, clarify
- Digital translators
- Use of online resources provided in both English and native language

IEP & 504 Modifications:

- Create alternate rubrics for assessments
- Offer alternate/modify assignments and assessments where possible
- Read aloud assessments
- Repeat, reword, clarify
- Use graphic organizers
- Use of online resources with instruction
- Use visuals

G&T Modifications:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning
- Provide additional rigorous challenge problems for advanced students
- Modeling
- Refrain from having them complete more work in the same manner
- Determine where students' interests lie and capitalize on their inquisitiveness
- Encourage students to make transformations- use a common task or item in a different way
- Higher level discussion questions
- Student led/directed discussions

At Risk Modifications

- Guided notes
- Outlines & graphic organizers
- Study guides
- Academic Enrichment
- Modeling

- Non-verbal redirection of behaviors
- Retesting
- Review, restate, reword directions
- Slower pacing of materials
- Study guides
- Visuals

Formative Assessment:

- Warm-Ups
 - Sketch Squares
 - Anticipatory Set
 - Closure
 - GimKit
 - Quizlet
 - Paint Mixing exercises
 - In-class observation
-
- Anticipatory Set
 - Closure
 - Warm-Up

Summative Assessment:

- Value Scale
 - Monochromatic Painting
-
- Alternate Assessment
 - Benchmark
 - Marking Period Assessment
 - Monochromatic Painting
 - Value Scales

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

Resources & Materials:

- Google Slides on Color Theory
- <https://www.colormatters.com/color-and-design/basic-color-theory>
- <https://color.method.ac/>
- Acrylic Paint
- Brushes
- Palette Paper
- Painting Board

Technology:

- Chromebooks
- Quizlet
- Kahoot
- GimKit
- Socrative
- Google Classroom
- Google Docs, Slides
- Promethean Board

create and communicate knowledge.

TECH.8.1.8.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.8.2.8

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.C

Design: The design process is a systematic approach to solving problems.