Unit 5 Exploring Value/Color

Content Area: **Art**
Course(s):
Time Period: **February**
Length: **15 blocks**
Status: **Published**

Transfer

Students will explore Color and Value to create a variety of student choice projects

Enduring Understandings

Color and Value are two of the most impotant Elements of Art used create three dimensionality on a two dimentional plane.

Value is the key to creating 3-dimensional form on a 2-dimensional surface.

Realism can be achieved through the appropriate placement of a variety of light and dark values.

Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.

Essential Questions

How does color theory and the application of monochromatic, complementary, analogous, and triad color schemes affect visual art?

How will use value to create 3-dimensional forms on a 2-dimensional surface?

How do you know that your drawing has the right values with correct placement?

How will you ensure that your completed drawing is finished with fine craftsmanship?

How will you utilize your materials to create desired effects?

Skills

Analyze value and mark-making processes through class demonstration, discussion and critique.

Create of a color drawing through the use of demonstrated materials and techniques.

Participate in class critique to modify and edit work.

Demonstrate of a reasonable amount of time to complete the assignment.

Demonstrate the ability to care for materials and supplies through learned safety practices.

Create an Artist's statement

Create a value drawing with a full range of lights and darks

Apply value and/or color techniques thrpough observational drawings

Use the color schemes to interpret a still life or object from life or personal references

Create multiple textures by applying value through color

Content

monochromatic, complementary, analogous, triad, mark making, light source, chalk pastel,

oil pastel, layering, applied texture, workable fixatif, spraybooth techniques,

blending, shading, color modulation, gradients, contrast color flash, abstract vs. Non representational

Related Artists Georgia O'Keefe, Wayne Thibauld, Chuck Close, Jasper Johns, Mary Cassatt, Andy Warhol, Albrecht Durer

Resources

All types of 2D and 3D artists materials, found objects, nontraditional materials, circuitry

Guest Speakers- Savannah College of Art and Design, Art Colleges, Airbrush Artist Demonstration and other professional artists

Printer for photos, templates and artwork

Student selected Artists’ Websites and museum references

Light tables for transfer of final drawings

Teacher pinterest acct. with technique examples

Pinterest groups -- idea for examples and business branding, sales

Reference Books-- Teacher's personal classroom library

Chromebooks and smartphones for student research and esl google translation programs

Photoshop for editing

You Tube tutorials, Instagram, photo and example inspiration

Google Docs- share for writing prompts and artist statements

Color wheel, sketchbooks

Previous student examples

Safety Goggles (when needed)

Assessments

Class Participation
Formative: Other Evidence: Other: Teacher Observation

Teacher/Student Feedback
Formative: Other Evidence: Oral: Discussion

Sketchbook

Formative: Other Evidence: Project: Visual Arts

Practice Techniques

Summative: Transfer Tasks: Performance: Authentic Task

Student Choice Project

Summative: Transfer Tasks: Project: Visual Arts

Artist Statements

Summative: Transfer Tasks: Performance: Authentic Task

Written Self-Assessments/ Reflections
Summative: Transfer Tasks: Performance: Authentic Task

Art Critique
Summative: Transfer Tasks: Other: Peer Assessment

Homework
Summative: Transfer Tasks: Other: Teacher Observation

Standards

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of 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.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

NJ: Grade 12

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking,

collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

F. Accountability, Productivity, and Ethics

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

VA:Cr1	Generate and conceptualize artistic ideas and work.
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.4	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 11-12 texts and topics.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and

	media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
VA:Pr4.1.IIa	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
VA:Re7.1.EU	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
VA:Re7.1.IIa	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA:Re9.1.EU	People evaluate art based on various criteria.
VA:Cn10.1.EU	Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand

	how to bring innovation to an organization.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
VPA.1.3.12.D.CS3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
VPA.1.3.12.D.CS4	Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
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.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
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.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
VPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.
TECH.8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.