Unit IV: Color and Value

Content Area: **Art**
Course(s): **Art Experience, Art**
Time Period: **March**
Length: **8 weeks**
Status: **Published**

Enduring Understandings

Artists understand the difference between primary and secondary colors.

Artists can explain that value is the lightness or darkness of a color.

Artists can identify the parts of the color wheel.

Artists utilize their knowledge of the properties of color to mix colors successfully.

Artists manipulate color to create line, shape, form, texture, value, and movement.

Artists use color to create special effects in works of art through the use of contrast and emphasis.

Artists create a more pleasing, aesthetic effect through the use of color schemes: analogous, complimentary, monochromatic, and triad.

Artists use specific tools and materials to produce artworks for specific purposes.

Artists produce artwork to communicate a variety of needs and ideas.

Artists reflect ideas from different cultures, movements, and artists from the past.

Artists apply the use of discovery by asking questions and seeking answers about artworks, and the artists who made them.

Artists demonstrate comprehension of a common art vocabulary.

Artists exhibit artwork to communicate and/or express their ideas.

Artists apply the use of thinking skills and critical analysis by explaining and critiquing their own works of art.

Artists use descriptive words to communicate ideas and feelings about both their own artworks and art in the world around them.

Essential Questions

Suggested Questions: (Varies Depending on Lesson Content)

What are the primary colors?

How can we mix primary colors to create secondary colors?

Where are colors and values seen in nature?

How do interior designers and other artists use color schemes?

How can color be used to create emotion?

How can color create shapes or forms?

How can changing the colors or values of a piece of art effect the way the viewer responds to the piece?

What criteria are considered when choosing the colors and values of a piece of art?

How do life experiences influence the way you relate to art and/or colors?

What factors prevent or encourage someone to take creative risks?

Content

Interdisciplinary Connections

Possibilities:

Math (Use fractions and explain that equal parts of primary colors create secondary colors.)

Children's Literature (Read and reflect on the illustrations in a children's book, explaining how artists use colors, value, contrast, and emphasis within the drawings.)

Science (Show how the rainbow naturally shows the colors in the same order as the color wheel.)

Related Artist, Culture, Work of Art

Varies Depending on Lesson Content.

Skills

Color and Value:

Understand the use of a color wheel in art.

Experiment with different primary colors to create secondary colors.

Combine primary and secondary colors to create tertiary colors.

Remember that a hue is the pure form of a color.

Create values by adding white to a hue makes a tint, adding black to a hue makes a shade, and adding gray to a hue makes a tone.

Utilize colors and values to create lines, shapes, and forms.

Discover that the arrangement of color and value can create balance of space.

Utilize color perspective which conjures depth by adjusting the saturation and hue of colors as space regresses.

Understand that different colors in a series of patterns can create texture.

Judge in other pieces of art the emphasis on the use of color and value.

Identify different kinds of color schemes including complimentary, monochromatic, and triads.

Work with a variety of materials and processes.

Comprehend that people have different views about art.

Standards

VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
VPA.1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
VPA.1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.