Unit 4: Creating Color

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 33**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, the students will work with primary colors and will experiment with color combinations. Through experimentation with the primary colors, students will "create" new colors. Students will critically assess their own work and determine what qualities made one piece of art better than another.

Standards

VPA.K-2.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.K-2.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
VPA.K-2.1.2.2.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.K-2.1.2.2.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.K-2.1.3.2.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.K-2.1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
VPA.K-2.1.3.2.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.K-2.1.3.2.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.K-2.1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
VPA.K-2.1.4.2.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.K-2.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.

Essential Questions

1. Why are some colors "primary" and some "secondary"?

2. Why is it important to know a color and its opposite?

3. What happens when color opposites are placed next to each other?

Application of Knowledge and Skills...

Students will know that...

- 1. The three primary colors are: red, yellow, and blue.
- 2. The three secondary colors are: orange, green, and violet.
- 3. Mixing red and yellow produces orange.
- 4. Mixing blue and yellow produces green.
- 5. Mixing blue and red produces violet.

Students will be able to...

- a. Identify the three primary colors.
- b. Identify the three secondary colors.
- c. Mix primary colors to create orange.
- d. Mix primary colors to create green.
- e. Mix primary colors to create violet.

Assessments

- End-of-the-Year Benchmark Assessment Summative: Benchmark Assessment Students will choose the best piece of art that they created this year. They will critique the art through an oral examination based on the skills/concepts learned throughout the year. 1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.B.2

- All Colors Fish Summative: Visual Arts Project Students will paint all of the shapes inside the fourth fish one of each of the following colors: yellow, red, blue, orange, green, and violet. The students will cut out the fish and glue it to construction paper. 1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5
- Blue-Red Fish Formative: Other visual assessments Students will paint all of the shapes inside one fish using only different values of a blue and red paint mixture. 1.1.2.D.1 1.3.2.D.1 1.3.2.D.4 1.3.2.D.5
- Blue-Yellow Fish Formative: Other visual assessments Students will paint all of the shapes inside one fish using only different values of a blue and yellow paint mixture. 1.1.2.D.1 1.3.2.D.1 1.3.2.D.4 1.3.2.D.5
- Four Fishes Formative: Other visual assessments Students will draw four fish using a black crayon. Each fish will be approximately ten inches by ten inches. They will draw a pattern of shapes inside the fishes, so that the fish look similar. 1.1.2.D.2 1.3.2.D.2
- Primary and Secondary Colors Diagnostic: Other visual assessments Students will identify the primary and secondary colors on a color wheel. 1.1.2.D.1 1.1.2.D.2 1.3.2.D.2 1.3.2.D.3
- Red-Yellow Fish Formative: Other visual assessments Students will paint all of the shapes inside one fish using only different values of red and yellow paint mixture. 1.1.2.D.1 1.3.2.D.1 1.3.2.D.4 1.3.2.D.5

Activities

- Review the primary colors and how primary colors are used to create secondary colors
- Discuss what will happen when red and yellow paint are mixed together
- Mix paint by starting with the yellow-color paint and then mixing in greater amounts of the red-color paint to change the value of the secondary colors that are created
- Discuss what will happen when blue and yellow paint are mixed together
- Mix paint by starting with the yellow-color paint and then mixing in greater amounts of the blue- color paint to change the value of the secondary colors that are created
- Discuss what will happen when blue and red paint are mixed together
- Mix paint by starting with the blue-color paint and then mixing in greater amounts of the red-color paint to change the value of the secondary colors that are created
- Review and discuss how to create orange, green, and violet
- Review safe scissor procedures

Activities to Differentiate Instruction

- Each of the four fish the students draw with crayon should have six shapes inside the fish; advanced students may draw eight shapes inside each fish
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting

Integrated/Cross-Disciplinary Instruction

In science class, the students will learn about the visible light spectrum. They will see how a prism can separate white light into all the different colors. Advanced students may also learn that light is part of the electromagnetic spectrum, which also includes radio waves, microwaves, and x-rays.

Resources

- Adventures in Art by Laura H. Chapman, Davis Publications, 2008
- Art supplies