Unit 1: Warm and Cool Colors

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 1**
Length: **12 Weeks**
Status: **Published**

Unit Overview

In this unit, students will work with warm and cool colors. They will learn how to use these colors in their artwork. They will culminate the unit by creating a landscape scene set in the background of a cool night sky.

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.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.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.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

Essential Questions

1. Why are certain colors "warm" while others are "cool"?

2. How do I communicate ideas and moods when creating visual art?

3. How do I use visual art in my everyday life?

Application of Knowledge and Skills...

Students will know that...

- 1. A portrait done by an artist of himself/herself is called a self-portrait
- 2. A contour line is the line which defines a form or edge.
- 3. Warm colors are based on yellows, oranges, and browns.
- 4. Blue, green, and violet are considered cool colors.
- 5. To draw a night sky, an artist must use blues, greens, and violets.
- 6. Covering crayon with watercolor paint will create an effect known as crayon resist.
- 7. Using a single, continuous line to draw a landscape will create a silhouette effect.

Students will be able to...

- a. Draw a self-portrait
- b. Identify the contour line in a drawing.
- c. Use warm colors appropriately in a piece of art.
- d. Use cool colors appropriately in a piece of art.
- e. Choose the correct colors to convey a night scene in a piece of art.
- f. Create a piece of crayon resist art.
- g. Achieve a silhouette by drawing a single, continuous line.

Assessments

- Landscape Silhouette Summative: Visual Arts Project Students will cut out a landscape silhouette they have created. They will place the silhouette on their "Cool Night Sky-Crayon Resist" artwork. They will color the silhouette appropriately to correspond with the overall feeling of the "Cool Night Sky-Crayon Resist" picture. 1.1.2.D.1 1.1.2.D.2 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.4
- Cool Night Sky Formative: Other visual assessments Students will draw a cool night sky that shows movement by including spirals and curves. The sky should include a moon and stars. 1.1.2.D.1 1.2.2.A.2 1.3.2.D.5 1.4.2.A.4
- Cool Night Sky-Crayon Resist Formative: Other visual assessments Students will use the cool night sky crayon drawing to follow the movements of the crayons and layer over the crayon drawing with watercolor paint. The repetition of lines and shapes with different media should create a feeling of movement. 1.1.2.D.1 1.2.2.A.2 1.3.2.D.4 1.3.2.D.5 1.4.2.A.4
- Falling Leaves Formative: Other visual assessments Students will draw falling leaves. They will first draw the veins and stem of the leaves as contour lines and then draw the outside edge of the leaf. 1.3.2.D.3 1.3.2.D.5

- Falling Leaves-Overlaid Hues Formative: Other visual assessments Students will color their falling leaves. The students will use only blended warm colors for the leaves. 1.1.2.D.1 1.1.2.D.2 1.3.2.D.3
- Falling Leaves-Overlaid Hues Part II Formative: Other visual assessments Students will color the blank space between their falling leaves. The students will use only blended cool colors to color the negative space. 1.1.2.D.1 1.1.2.D.2 1.3.2.D.3
- Self-Portrait Diagnostic: Other visual assessments Students will draw a self-portrait. After drawing a self-portrait, the students will use a piece of construction paper to frame their portrait. 1.1.2.D.1 1.1.2.D.2

Activities

- Review established art room procedures
- Read the book, Look, Look, Look*;* discuss colors, patterns, lines, and shapes while reading the book
- Discuss Georgia O'Keeffe's *Leaves* paintings
- Explain the concept of a contour line
- Discuss the concept of warm and cool colors
- Show examples of literal and expressive uses of warm colors
- Show examples of literal and expressive uses of cool colors
- Demonstrate how to blend colored pencils
- Have students demonstrate the terms: dart, zoom, skip, swing, sway, jump, hop, wiggle, spiral, and zig-zag
- Show *Starry Night* by van Gogh and discuss how the painting shows movement
- Watch a DVD about van Gogh and discuss what techniques he used to show movement in his paintings
- Demonstrate the crayon resist technique of combining crayons and watercolor paint
- Review scissor safety procedures with the students
- Discuss the term "silhouette" and where students have seen silhouettes
- Draw a landscape that includes trees and buildings by using only a single, continuous line; use the landscape as a silhouette

Activities to Differentiate Instruction

- Vary the number of leaves students will draw in "Falling Leaves"
- If students finish coloring their "Falling Leaves-Overlaid Hues", they will use blending technique to color a vase of flowers
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions
- Preferential seating

Integrated/Cross-Disciplinary Instruction

After students have completed their "Landscape Silhouette" artwork, they will bring the piece to their language arts class. In language arts class, the students will write a descriptive paragraph of the "Landscape Silhouette" to practice their use of adjectives.

Resources

- Adventures in Art, Grade Two by Laura H. Chapman, Davis Publications, 2008
- Look, Look, Look by Nancy Elizabeth Wallace, Marshall Cavendish Children's Books, 2006
- *Leaves* series by Georgia O'Keeffe
- *Starry Night* by Vincent van Gogh
- Getting to Know the World's Greatest Artists by Mike Venezia, Getting to Know Incorporated, 2008
- Art supplies