Unit 2: Warm and Cool Colors

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 13**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In this unit, students will explore the concept of warm and cool colors. They will learn how to properly use the color wheel for literal, expressive, and design purposes. Throughout the unit, students will continue to expand their repertoire of techniques for creating art.

Standards

VPA.3-5.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.3-5.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.3-5.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.3-5.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.3-5.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
VPA.3-5.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.3-5.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
VPA.3-5.1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
VPA.3-5.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
VPA.3-5.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.

Essential Questions

1. How are colors mixed to achieve symmetry and patterns?

2. How does knowledge of visual art vocabulary, concepts and skills enhance the artistic process?

3. Does art reflect culture or shape it?

Application of Knowledge and Skills...

Students will know that...

- 1. The warm colors are: red, orange, and yellow.
- 2. The cool colors are: green, blue, and violet.
- 3. In a landscape picture, the most important elements of the picture are outdoors and natural.
- 4. There are three sections to the color wheel: red-blue, blue-yellow, and yellow-red.
- 5. Watercolor resist is a technique where an artist applies water to a drawing done with watercolor pencils.
- 6. In pictures, there should be shading on objects facing away from the light source.

Students will be able to...

- a. Identify which colors are considered the warm colors.
- b. Identify which colors are considered the cool colors.
- c. Create a landscape picture.
- d. Create a landscape picture using only one section of the color wheel.
- e. Correctly use the watercolor-resist technique.
- f. Uniformly shade objects in a picture, indicating the direction of a light source.

Assessments

- Mid-Year Benchmark Assessment Summative: Benchmark Assessment Students will complete a drawing incorporating the skills/techniques of the unit for a benchmark test. 1.1.5.D.1 1.1.5.D.2 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5
- Art Notes Formative: Other visual assessments While watching a DVD about color, the students will draw one picture of any piece of art that interested them in the video. 1.1.5.D.1 1.1.5.D.2

- Landscape Formative: Other visual assessments Students will use watercolor pencils to create a landscape picture using either warm or cool colors. 1.3.5.D.1 1.3.5.D.3
- Landscape Part II Formative: Other visual assessments Using oil pastels, students will create a landscape picture using only one section of the color wheel (red-blue, blue-yellow, or yellow-red). 1.3.5.D.1 1.3.5.D.3
- Landscape-Watercolor Resist Formative: Other visual assessments Students will add water to watercolor pencil landscape picture to create a watercolor resist effect. 1.1.5.D.1 1.2.5.A.2 1.3.5.D.1 1.4.5.B.4
- Warm and Cool Colors Diagnostic: Other visual assessments Students will identify the warm and cool colors by recalling their lessons in second grade. 1.1.5.D.1
- Winter Landscape Summative: Visual Arts Project Students will create a winter landscape painting using watercolor paint. They will use shading to give the illusion of a sun somewhere off the picture. 1.1.5.D.1 1.1.5.D.2 1.2.5.A.2 1.3.5.D.1 1.3.5.D.3 1.3.5.D.5 1.4.5.B.3 1.4.5.B.4

Activities

- Discuss students' experiences with hot and cold temperatures
- Discuss literal, expressive, and design reasons why cool colors are used in scenes with water
- Show examples of artwork where mostly warm colors are used to enhance the design of the picture
- Show *Meadow in Giverny*; discuss how the artist used only one part of the color wheel
- Show *Winter's House*; discuss how the artist used only one part of the color wheel
- Demonstrate how adding water to watercolor pencil drawing creates a watercolor resist painting
- Take a viewing tour: after watching the video about color, walk around the room and see the pictures other students drew while watching the video
- Demonstrate how to use masking tape to create the horizon line when using watercolor paint
- Show *Magpie*; discuss how the viewer can sense the sun without seeing it
- Demonstrate how to add wet watercolor paint to a dry watercolor painting to create shading

Activities to Differentiate Instruction

- For the "Winter Landscape" painting, all students will include rolling hills and a variety of trees; advanced students may choose to include a barn and fences to their scene
- Students work at their own pace/teacher-reduced project expectations
- 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

In science class, the students will learn about the different types of clouds. The students should include at least two different types of clouds in their "Winter Landscape" picture.

Resources

- Adventures in Art, Grade Three by Laura H. Chapman, Davis Publications, 2008
- *Meadow in Giverny* by Claude Monet
- *Winter's House* by Howard Storm
- Color in Art by Getting to Know staff, Getting to Know Incorporated, 2005
- *Magpie* by Claude Monet
- Art supplies