Unit 4: Color

Content Area: **Arts**
Course(s): **Peer Outreach**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

1.3.1	Apply elements and media common to the arts to produce a work of art.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Enduring Understandings

1. Primary colors (blue, red, and yellow) are the foundation for creating other colors.
2. Secondary colors (orange, green, and violet) are created by mixing primary colors.
3. Colors can be categorized into warm (reds, oranges, yellows) and cool (blues, greens, violets) tones.

Essential Questions

1. What are the primary colors and how are they used to create other colors?
2. How do you mix primary colors to create secondary colors like orange, green, and violet?
3. What are warm and cool colors, and how are they categorized?

Knowledge & Skills

Recognize primary and secondary colors.
Distinguish between and recognize warm,cool, and neutral colors.
Mix primary colors to create secondary colors.
Create a color wheel.

Resources & Materials

Visual aids/examples
Adaptive tools- Larger brushes,pencils, modified scissors, sensory-friendly materials

Google Suite - https://gsuite.google.com/
Youtube- https://www.youtube.com/

Transfer Goals

1. Students will be able to identify primary colors and understand how they are used to create secondary colors, applying this knowledge in their artwork.
2. Students will be able to categorize and utilize warm and cool colors to enhance their artistic expression.

Assessments

6-color color wheel

Create a large-scale color wheel collaboratively as a class, demonstrating color mixing techniques learned.

Research and present on a famous artist known for their innovative use of color in art.

Color Rubric

Assessments

Modifications

Modifications:

Repeat, reword, clarify directions

Preferential seating

Modify tests

Extended time on due dates

Visual Aids

Adapted Materials

ARTS IEP Modification

Visual Aids: Create visual aids to provide friendly reminders. These can include step-by-step instructions, visual cues, and prompts to support students during art activities.

Adapted Materials: Provide alternative materials when necessary. Consider using adaptive tools such as larger brushes, modified scissors, or sensory-friendly materials.

Flexible Seating and Workspace: Arrange the art room to accommodate different mobility needs. Ensure that students can access materials comfortably.

Individualized Goals: Set individualized art goals for each student. Tailor projects to their abilities and interests.

Sensory Considerations: Be aware of sensory sensitivities. Adjust lighting, noise levels, and other environmental factors as needed.