# **Unit 4: Color**

Content Area: Arts

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

#### **Standards**

VA.9-12.1.5.12prof.Cr2c Collaboratively develop a proposal for an installation, artwork, or space design that

transforms the perception and experience of a particular place.

VA.9-12.1.5.12prof.Re8a Interpret an artwork or collection of works, supported by relevant and sufficient evidence

found in the work and its various contexts.

AR.K-12.1.3.1 Apply elements and media common to the arts to produce a work of art.

### **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 - <a href="https://gsuite.google.com/">https://gsuite.google.com/</a> Youtube- <a href="https://www.youtube.com/">https://gsuite.google.com/</a>

#### **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.

#### **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. |
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| Color Rubric                                                                            |
| Assessments                                                                             |
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### **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.