

# Unit 2: Color

Content Area: **Art**  
Course(s): **Sample Course**  
Time Period: **NovDec**  
Length: **8 Weeks**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **Art Kindergarten**

## **Unit 2: Color**

**Belleville Board of Education**

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Board Approved: August 22, 2016

## **Unit Overview**

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Unit two focuses on the Element of Art Color.

- Discuss the primary colors: red, yellow, and blue.
- Discuss the secondary colors: orange, violet, and green.
- Introduce the color wheel and find all the primary and secondary colors on it.
- Discuss ROYGBIV and help students to learn the acronym.
- Explore color mixing with the primary colors in order to create the secondary colors.

## **Exit Skills**

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- By the end of Unit 2:
  - All students will demonstrate an understanding of color by:
    - Naming the primary colors.
    - Naming the secondary colors.
    - Locating the colors on the color wheel.
    - Using the acronym ROYGBIV to name the colors of the rainbow in order.
    - Explain what primary colors are used to create each secondary color.

## **Enduring Understanding**

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- Primary colors cannot be created.
- Primary colors can be used to create all other colors.
- Colors have a specific order.
- Acronyms can be used to help to remember something in a specific order.
- Mixing too many colors together does not result in the effect that I expect.

## Essential Questions

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- What is color?
- Can I create primary colors?
- How does understanding color help us with our art endeavors?
- What happens if I mix all the colors together?

## Learning Objectives

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After completing color, students will be able to:

**Name** the primary and secondary colors.

**Predict** what two primary colors will create when combined.

**Explain** what a color wheel is.

**Point** out primary colors and secondary colors on the wheel.

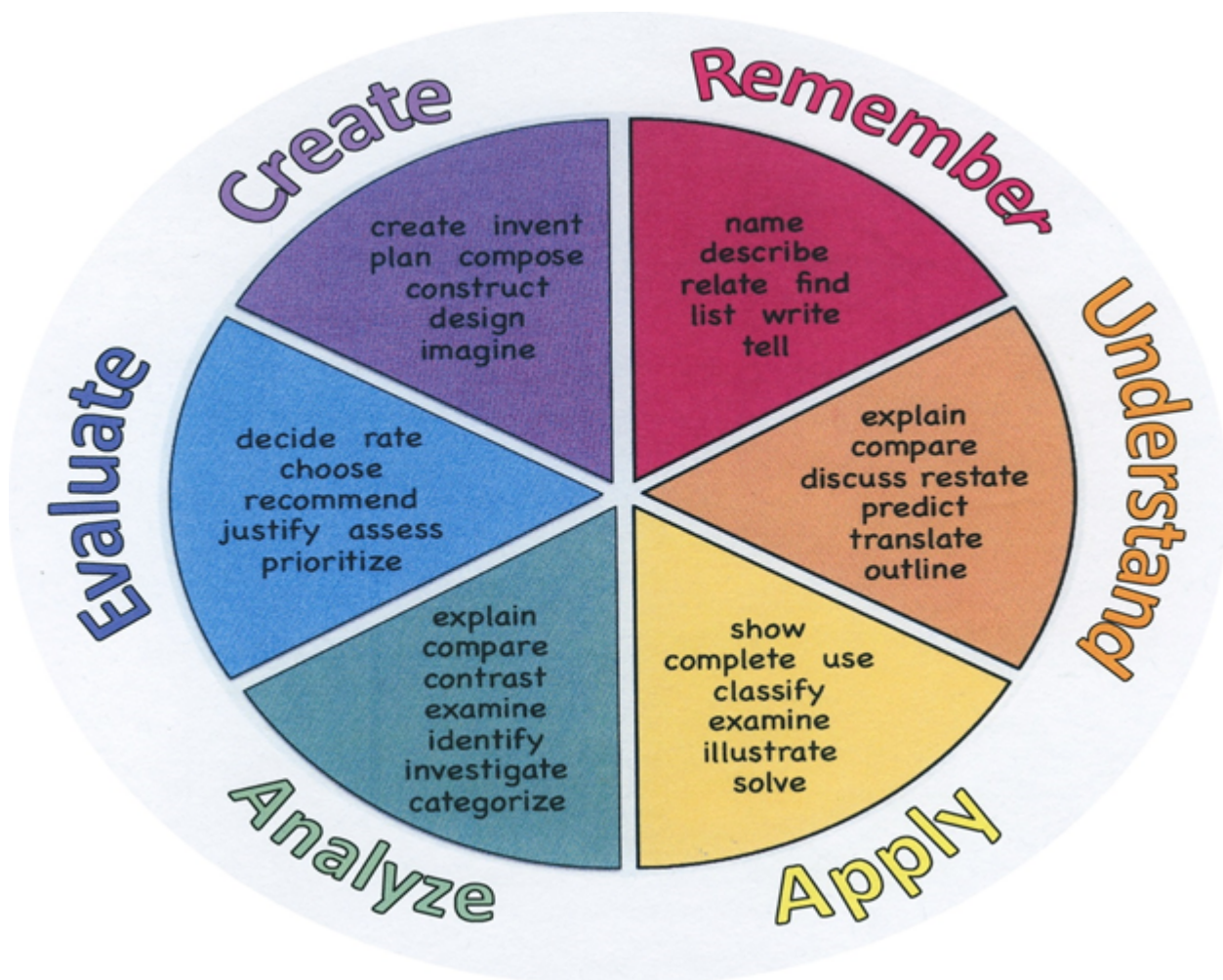
**Determine** color order using the acronym ROYGBIV.

## Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make

Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## Interdisciplinary Connections

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LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
MA.6.G.A	Solve real-world and mathematical problems involving area, surface area, and volume.
MA.6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
MA.6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

## Alignment to 21st Century Skills & Technology

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### Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## 21st Century/Interdisciplinary Themes

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness
- Health Literacy

## **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **Technology Infusion**

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SmartBoard (where available), Projector, ipad, Computer, Internet for reference or websites with relevant art information.

## Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Differentiation

As a Reminder:



The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Repeat directions as needed.
- Modified expectations for task completion.
- Project-based learning.
- Pairing oral instructions with visual.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.
- Added time to complete assignments.
- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

## Special Education

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments



- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test

- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## Primary Resources

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- Color Wheel poster, or printout
- School and town libraries
- Various internet websites for art education.

## Ancillary Resources

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- Pinterest, Pinterest.com
- Artsonia, Artsonia.com
- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours
- Hand-outs
- YouTube videos related to art history, artists, or art creation.

## Sample Lesson

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**Unit Name:** Color

**NJSLS:**

**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.

**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](#).

**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.

**1.1.2.D.1** Identify the basic elements of art and principles of design in diverse types of artwork.

**Interdisciplinary Connection:** Geometry

**Statement of Objective:** SWDAT recite and understand ROYGBIV by creating a drawing of birds and coloring them in in ROYGBIV order.

**Anticipatory Set/Do Now:** What order are the colors in a rainbow?

**Learning Activity:** Students will use masking tape to create circles on a sheet of paper. Each circle will

represent a bird, we will add faces, legs and feathers. Once the drawing is completed students will sharpie over the pencil lines. Students will then color in their birds in ROYGBIV order.

**Student Assessment/CFU's:** Fist-to-five, Thumb-o-meter

**Materials:** Tag board cut to 6x18", pencils, erasers, masking tape rolls, sharpies, markers.

**21st Century Themes and Skills:** Creativity and Innovation, Critical Thinking and Problem Solving.

**Differentiation:** Visual demonstrations and aides available for visual learners; Class discussion and explanation for auditory learners; Physical creation, hands-on work, for kinesthetic learners.

**Integration of Technology:** Examples will be shown on my computer, or my ipad, whenever applicable.