Unit 2: Color

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Kindergarten Art

Unit 2: Color

Belleville Board of Education

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Unit Overview

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.

Enduring Understandings

- 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

- 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?

Exit Skills

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.

New Jersey Student Learning Standards (NJSLS)

VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.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.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.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.1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
VPA.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.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.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.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Interdisciplinary Connections

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).
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.

SOC.K-4.1.1.2	Explain how the present is connected to the past.
SOC.K-4.1.3.1	Distinguish fact from fiction.

Learning Objectives

After completing color unit, 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.

Suggested Activities & Best Practices

1. Showing students the color wheel and using a large one to explain primary colors.
2. Having students draw a rainbow and coloring it in rainbow order to reinforce their knowledge of ROYGBIV.
3. Using the smartboard to watch a video format version of the book *Mix it Up* by Herve Tullet to review mixing different colors.

Assessment Evidence - Checking for Understanding (CFU)

- Project (Summative)
- Portfolio (Benchmark)
- Participatory Assessment (Alternative)
- Peer Reviews (Formative)
- Sample Assessment: "With black marker on the board, draw a big rainbow. Have students review by explaining what colors are in the rainbow and in what order they appear."

In addition to the assessments listed above, the following assessments can be used to track progress:

- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Outline

- Self- assessments
- Teacher Observation Checklist
- Unit review/Test prep

Primary Resources & Materials

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

Ancillary Resources

- 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.

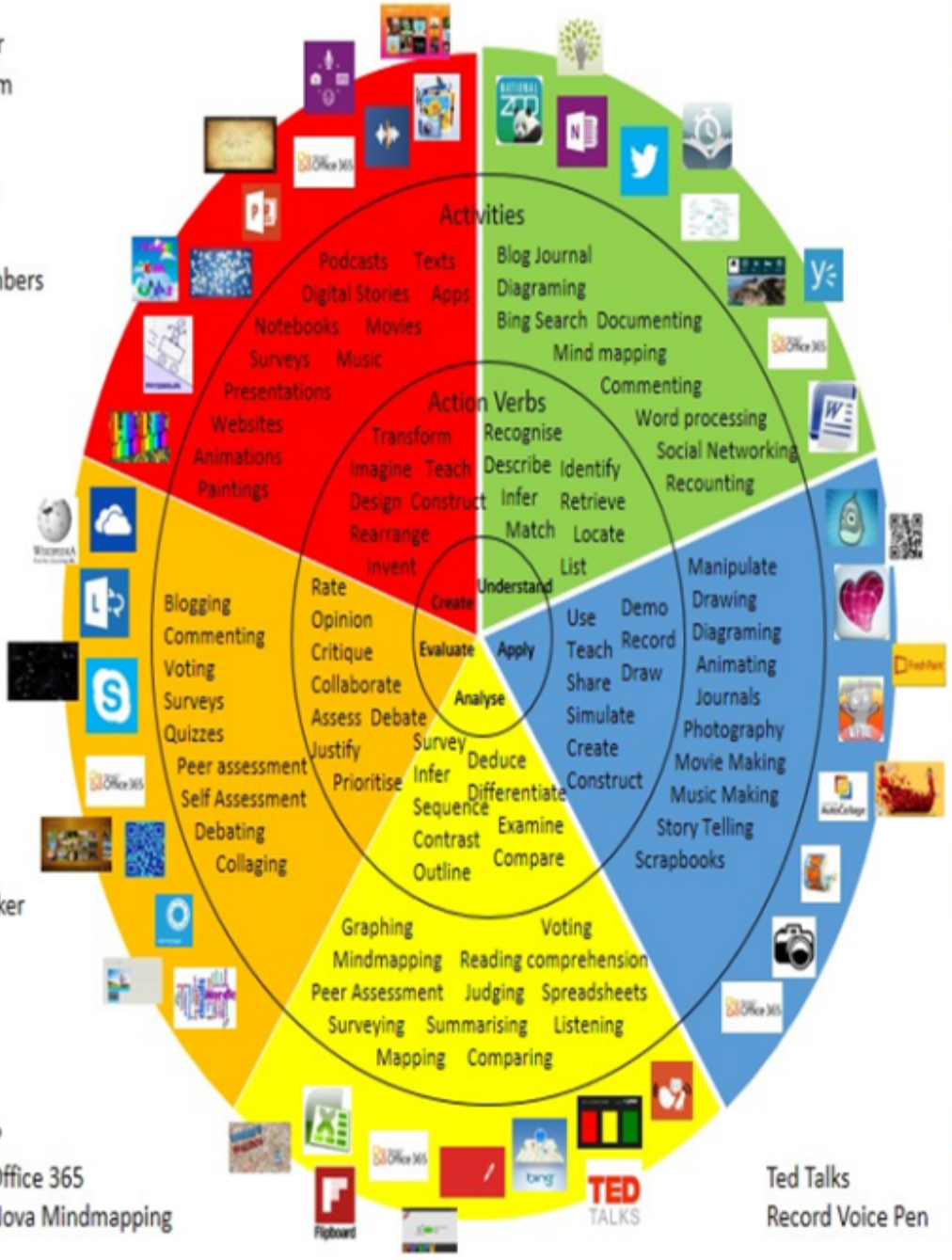
Technology Infusion

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 Office 365
Flipboard 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

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the

	nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

21st Century Skills

- Environmental Literacy
- Global Awareness

CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.

Differentiation

- When working on a project, students who are struggling with finishing a project will be given more time to do so.
- At the beginning of each class, to ensure that all students are aware of their goal, it will be written clearly on the board and read aloud.
- When working on a project for multiple weeks, an oral review of the work already completed to remind students of their progress will be given.
- Modified expectations for task completion.

Differentiations:

- **Extra time to complete assignments**
- **Repeat directions**
- **Use manipulatives**
- **Multisensory approaches**
- **Additional time**
- **Preview vocabulary**
- **Visual presentation**

Hi-Prep Differentiations:

- **Independent research and projects**
- **Project-based learning**

Lo-Prep Differentiations

- **Choice of books or activities**
- **Goal setting with students**
- **Varied supplemental materials**

Special Education Learning (IEP's & 504's)

1. Sensory items in bright colors (for example, model magic) that students can use in multiple colors to mix and create new colors.
2. Videos of paint mixing to show the process of two colors mixing to create a new one.
3. Making a handout of the color wheel and reviewing colors one-on-one with the student.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- check work frequently for understanding
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

English Language Learning (ELL)

1. Using picture charts to help students understand the directions for their porject at the beginning of each weel during unit.

2. Using thumbs up/down and other visual cues to check for student understanding when working on their artwork.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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)

- decreasing the amount of workpresented or required
- modifying tests to reflect selected objectives
- reducing or omitting lengthy outside reading assignments
- tutoring by peers

At Risk

1. Using thumbs up and verbal praise to highlight student's successes in the project as well as to keep them on track.
2. Using fist-to-five to check for student understanding after directions for projects are given.

- 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
- 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 workpresented or required
- tutoring by peers
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

1. When showing mastery of primary colors, provide students with more challenging vocabulary and color wheel terms (secondary and complementary colors) for them to master.

2. If student finishes assignment early, giving them free-draw or coloring paper and instructing them only to use primary colors to color it in to check for mastery of primary colors.

- Advanced problem-solving
- Allow students to work at a faster pace
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Sample lesson provided in Unit 1.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: