

Unit 6/3 COLOR (SGallo)

Content Area: **Art**
Course(s): **Sample Course, Art Gr. 6**
Time Period: **OctNov**
Length: **4 Weeks**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Visual Arts

Grade 6

Belleville Board of Education

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Board Approved: August 22, 2016

Unit Overview

In this unit, students will study color theory and the fundamentals of the color wheel. They will search the environment for examples of color families and then classify them as: primary, secondary, tertiary, warm, cool, or complementary. They will view examples of the use of color relationships in art and how color affects the mood of the composition. Students will understand that color relationships influence many art principles and elements of design.

In grade 6, students will be able to assimilate the art concept, and then apply it to the creation of a color wheel. Suggested color wheel activities include modifying each wedge of the wheel to be a repeating shape or word.

Exit Skills

By the end of Unit 3, 6th grade Visual Art Students Should be able to:

- Identify and understand the relationship of primary colors
- Identify and understand the relationship of secondary colors
- Identify and understand the relationship of tertiary colors
- Identify and understand the importance of the color wheel and the arrangement of the color sequence and transition
- Evaluate the relationship of complementary colors in a composition
- Evaluate the relationship of warm and cool color families
- Manipulate color and color families to create contrast

- Create an original artwork demonstrating color relationships.

Enduring Understanding

Color dominates the everyday environment creating contrast or harmony, establishing space, and influencing artists and designers to experiment with those concepts and media.

Essential Questions

- Overarching: The “Big Idea”:
 - How do artists use color &/or color relationships to communicate the intention of their art?
- Topical: Unit or lesson specific but promoting inquiry:
 - Why do artists use the element of color in their art?
 - Does the use of color differ by media?
 - How does color affect the mood of a piece of art?
 - How can color affect the balance of a piece of art?
 - How do artists use color to help establish a sense of space?
 - Where in the everyday environment can examples of color and color relationships be seen?
 - How is a sense of space created using different media? Which media is best for creating space in a composition?
 - How does color impact industry?
 - How does color influence consumers?

Learning Objectives

After completing VISUAL ARTS UNIT 3 COLOR, students will be able to:

- **Distinguish** between primary, secondary, and tertiary colors and the relationships the colors have with one another
- **Compare and contrast** the characteristics of warm and cool color families
- **Identify and understand** the importance of the color wheel and the arrangement of the color sequence and transition

- **Evaluate** the relationship of complementary colors in a composition
- **Determine** how color can be used to create harmony and contrast
- **Manipulate** color and color families to create contrast
- **Hypothesize** how color impacts a sense of space, the balance of a piece and the intended mood of the composition
- **Design and create** an original artwork demonstrating color relationships or color schemes.
- **Critique** the work of other artists and **hypothesize** how they used color in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions.

Interdisciplinary Connections

- English and Language Arts
- Science
- Sociology/Psychology
- History
- Mathematics

Alignment to 21st Century Skills & Technology

- English and Language Arts
- Visual and Performing Arts
- History
- Mathematics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Global Awareness

21st Century Skills

- 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

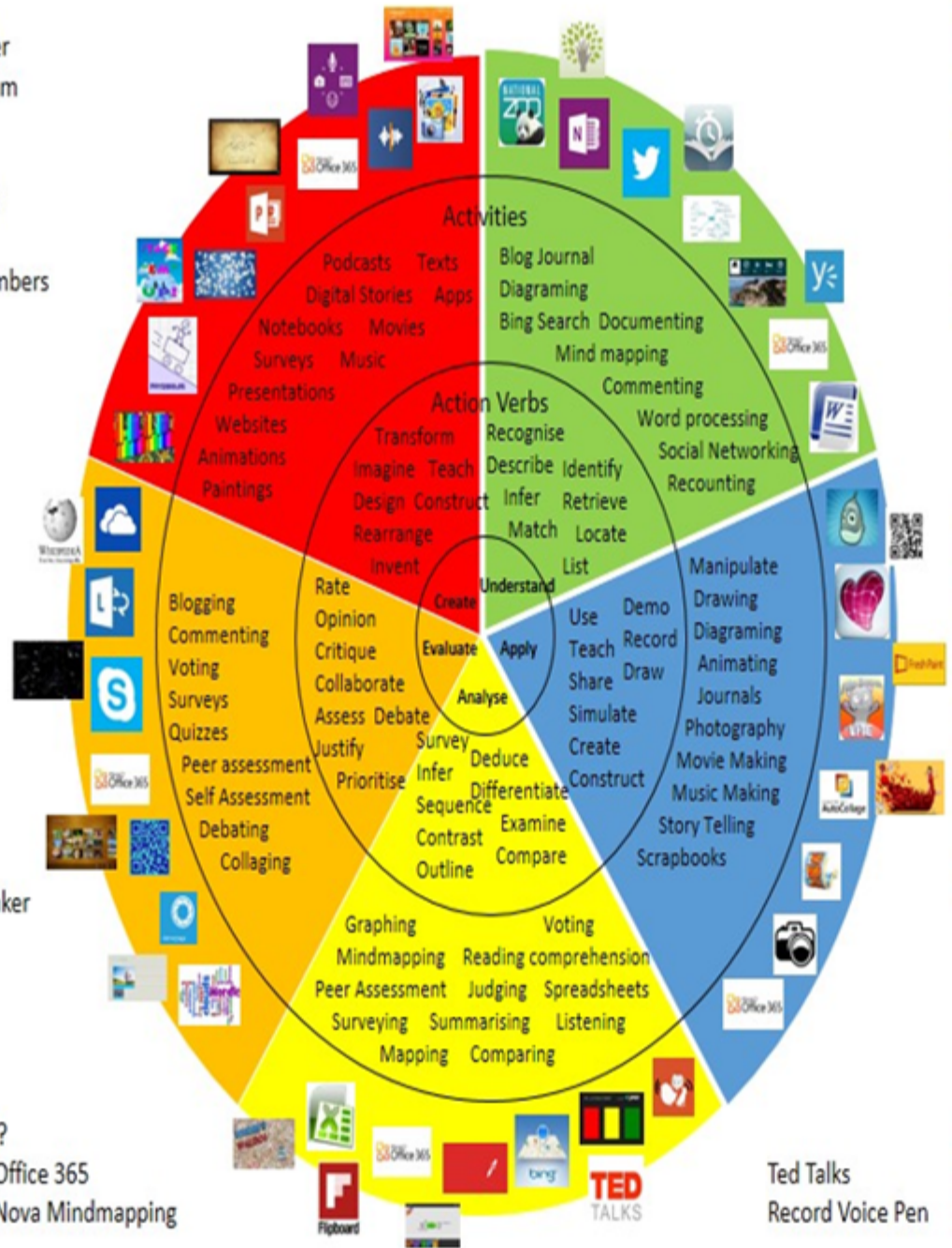
- eBooks pertaining to topics
- Interactive Vocabulary using SmartBoard
- Virtual Field Trips
- Online research assignments using multiple online texts to facilitate learning

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



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

Lower Level Learners (LLL) Higher Level Learners (HLL)

The process will be differentiated through supplying three tiers of questioning for LLL, intermediate and HLL

students. Students will be given choice of project direction based on their interests, abilities and learning styles in order to promote confidence and success.

After completing VISUAL ARTS UNIT 3 COLOR, students will be able to:

- **Distinguish** between primary, secondary, and tertiary colors and the relationships the colors have with one another
- **Compare and contrast** the characteristics of warm and cool color families
- **Identify and understand** the importance of the color wheel and the arrangement of the color sequence and transition
- **Identify** the parts of the color wheel and label the color families. (LLL)
- **Evaluate** the relationship of complementary colors in a composition
- **Determine** how color can be used to create harmony and contrast
- **Manipulate** color and color families to create contrast
- **Hypothesize** how color impacts a sense of space, the balance of a piece and the intended mood of the composition
- **Modify** an existing artwork by altering the colors used to establish a color scheme, change in mood, or contrast in the artwork. (LLL)
- **Design and create** an original artwork demonstrating color relationships or color schemes.
- **Critique** the work of other artists and **hypothesize** how they used color in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions.
- **Create** a composition illustrating examples of all color families, color relationships, while maintaining balance and harmony. (HLL)

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- 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

- 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

- 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)
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- tutoring by peers

Intervention Strategies

- 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
- 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
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

- 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
- Red Light, Green Light
- Self- assessments
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List

Primary Resources

No resources are currently available that are located either within the district or that can be obtained by district resources.

Ancillary Resources

- <http://www.theartofed.com/blog/2015/09/21/all-our-favorite-ways-to-teach-color-theory-in-one-place/>
- youtube.com videos such as "Color Relationships" (Nicole Santillo), "How to use a color wheel"

(Little Art Talks), "Understanding Color" (Blender Guru)

- Visual Aids Reproductions of paintings by Modigliani (*Portrait of a Woman*), the ballerina series by Degas, animal series by Franz Marc, and work by Rufino Tamayo (*Lion and Horse*)

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

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: