Unit 3: Color

Content Area: **Art**
Course(s): **Art Gr. 8**
Time Period: **October**
Length: **14 days, grade 8**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 8

COLOR

Belleville Board of Education

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Board Approved: September 23, 2019

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, analogous 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 8, students will be able to assimilate the art concept, and then apply it to the creation of a mixed media collage that utilizes analogous color families in the background negative space of the composition, and as the featured subject inside a silhouetted image of choice.

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 realtionships 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?

Exit Skills

By the end of Unit 3, 8th 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 realtionship 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 analogous colors in a composition
- 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 realtionships.

Interdisciplinary Connections

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

LA.RI.8	Reading Informational Text
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

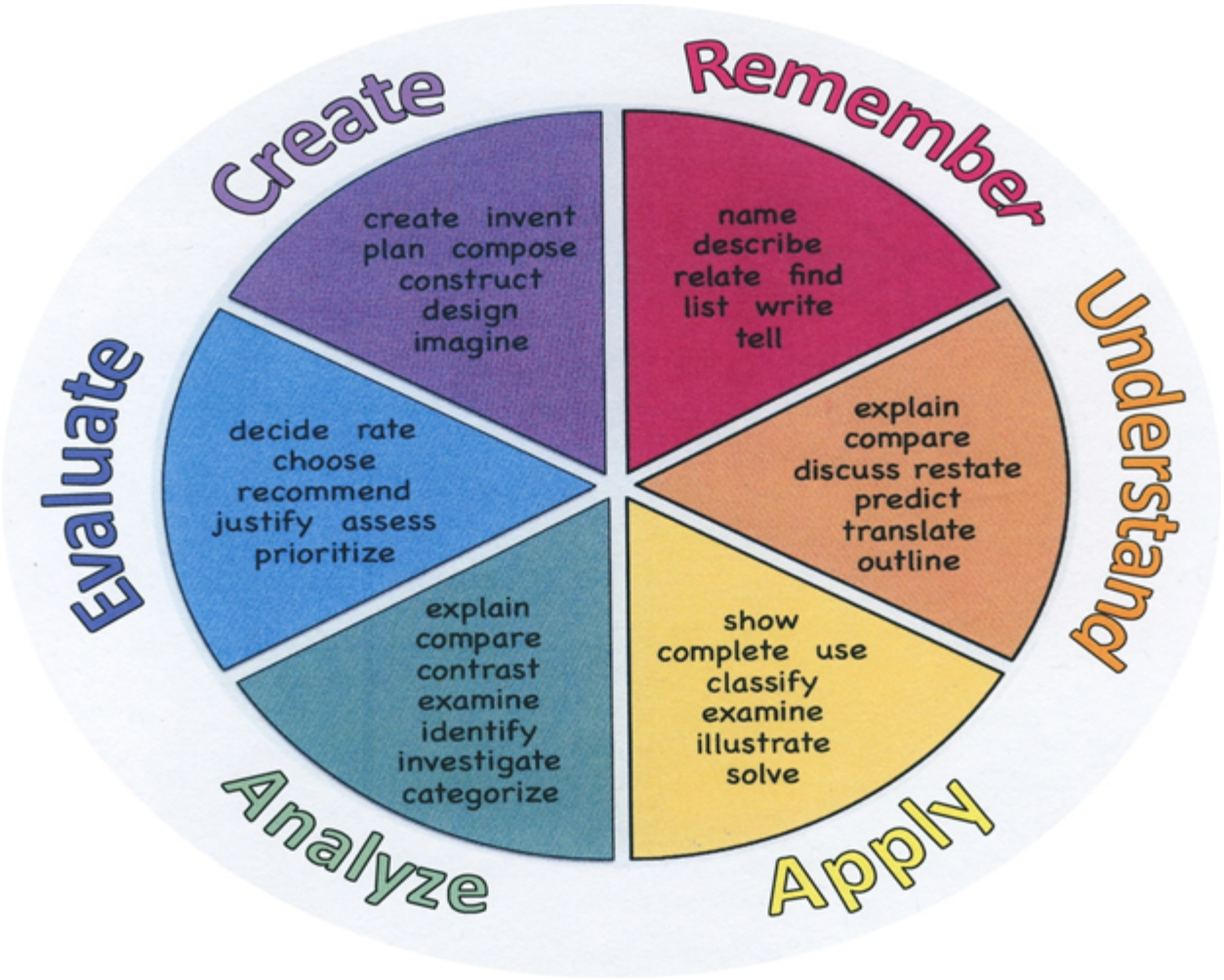
Learning Objectives

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 charactertistics 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 analogous colors in a composition

- **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 realtionships 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.

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				



Suggested Activities & Best Practices

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. (formative assessment)
- **Compare and contrast** the characteristics of warm and cool color families. (formative assessment)
- **Identify and understand** the importance of the color wheel and the arrangement of the color sequence and transition. (formative assessment)

- **Identify** the parts of the color wheel and label the color families. (LLL) (formative assessment)
- **Evaluate** the relationship of analogous colors in a composition. (formative assessment)
- **Evaluate** the relationship of complementary colors in a composition. (formative assessment)
- **Determine** how color can be used to create harmony and contrast. (formative assessment)
- **Manipulate** color and color families to create contrast. (summative assessment)
- **Hypothesize** how color impacts a sense of space, the balance of a piece and the intended mood of the composition. (formative assessment)
- **Modify** an existing artwork by altering the colors used to establish a color scheme, change in mood, or contrast in the artwork. (LLL) (summative assessment)
- **Design and create** an original artwork demonstrating color relationships or color schemes. (summative assessment)
- **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. (formative assessment)
- **Create** a composition illustrating examples of all color families, color relationships, while maintaining balance and harmony. (HLL) (summative assessment)
- **Write** a report journaling the stages of learning in this unit and the "big idea" taken away from the studies. (HLL) (alternative assessment)

Assessment Evidence - Checking for Understanding (CFU)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline

- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

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 videoes 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*)

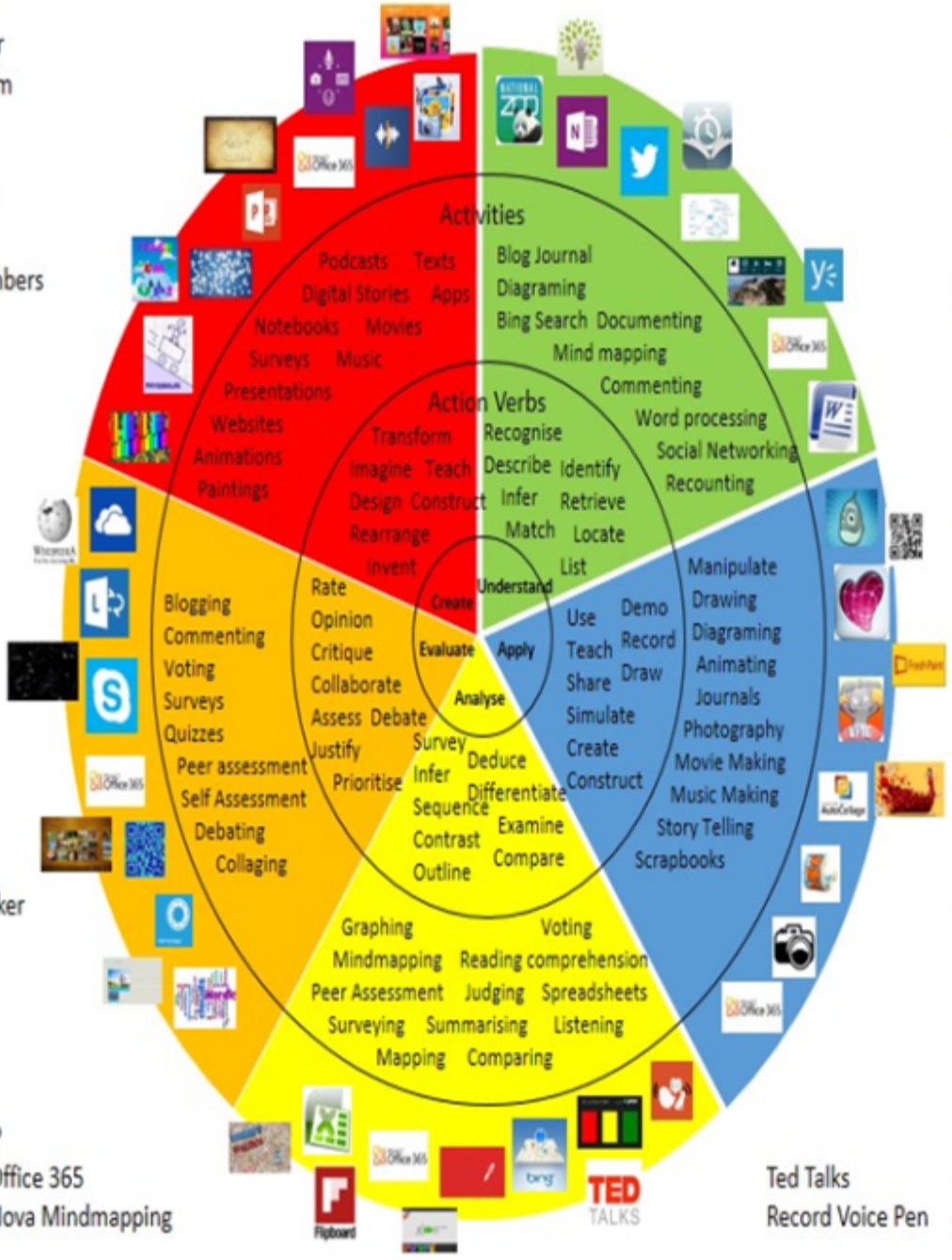
Technology Infusion

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

- 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.

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

21st Century Skills/Interdisciplinary Themes

- 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

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

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- **Create** a composition illustrating examples of all color families, color relationships, while maintaining balance and harmony. (HLL)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals

- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students

- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

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

Projects will be driven by choice and modified using any adaptations below to meet criteria of specific IEP and 504 accommodations:

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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

English Language Learning (ELL)

- 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)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented 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

At Risk

- 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 workpresented 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

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- 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

The below lesson can be used as an opening exercise for the unit.

Unit Name: COLOR THEORY - THE COLOR WHEEL

NJSLS (see standards listed below)

Interdisciplinary Connection: Language Arts/Technology

Statement of Objective: SWDAT express themselves through a series of 12 small images arranged

concentrically and each being painted or colored to represent a different color on the color wheel.

Anticipatory Set/Do Now: What is your favorite color? Why did you select it? Does the color have a feeling, mood or significance? Describe.

Learning Activity: Students will learn the basics of the color wheel via the process of creating and designing a color wheel of choice. All color theory vocabulary will be taught and explored. A 12 part color wheel will be assembled with each part of the wheel bearing a small cut out image. Images can be symbolic of personal life, culture, or symbols can be representative of larger global issues such as LGBTQ acceptance, or climate change. Students will work with primary colors to make both secondary and tertiary colors. Each color will paint one cutout. Cutouts will be arranged in color order and adhered to a composition.

Examples to be used:

https://mymodernmet.com/basic-color-theory/

https://www.invaluable.com/blog/art-movements-painters-palettes/

https://pixels.com/featured/primary-colors-julianna-wardlaw.html

https://artincontext.org/piet-mondrian/

Student Assessment/CFU's: By the end of the unit, students will have created an accurate color wheel with a personalized element as the colored component to the wheel.

Oral questioning throughout demonstration

Thumbs up/Thumbs down after each new step is modeled

5,4,3,2,1 Fingers to demonstrate level of understanding as they work (5 fingers=Understands entire concept, 3=Some concept ideas still fuzzy, 1=Needs assistance)

Materials: Pencil/Paper/Scissors/Ruler/Paint/Glue

21st Century Themes and Skills: Media Literacy/Creativity & Innovation

Differentiation: Higher Level Learners (HLL)/Lower Level Learners (LLL)

HLL: Locate other works of art that use lines to color themes relevant to the color wheel and share examples with peers.

LLL: Use basic shapes or letters to create the portions of the color wheel.

Integration of Technology: Document camera/SmartBoard to broadcast above mentioned images. Chromebooks to be used to research line and mood further.