

Color

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **16 days**
Status: **Published**

Standards

ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EstZXo0uiFYv1Nu4/edit>

Students will focus on developing knowledge, skills, and understandings related to the element of color. They will learn key terms, and create designs in various media that demonstrate their ability to apply their knowledge, skill, and understanding of color categories, the color wheel, color mixing, color interaction, and the expressive potential and power of color. In addition, they will recognize and be able to relate color to an artist and his/ her artistic style.

VA.9-12.1.5.12prof.Cn	Connecting
VA.9-12.1.5.12prof.Cr	Creating
VA.9-12.1.5.12prof.Pr	Presenting
VA.9-12.1.5.12prof.Re	Responding
VA.9-12.1.5.12prof.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12prof.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12prof.Cr3	Refining and completing products.
VA.9-12.1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12prof.Pr6	Conveying meaning through art.
VA.9-12.1.5.12prof.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12prof.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12prof.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
VA.9-12.1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
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.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
VA.9-12.1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
VA.9-12.1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
VA.9-12.1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
VA.9-12.1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
VA.9-12.1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
VA.9-12.1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
VA.9-12.1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.

Essential Questions/Enduring Understandings

What is color?

How do artists use the element of color?

Why is color considered the most dynamic element?

Primary colors cannot be created.

Color as light differs from color as pigment.

Color is a powerful element that can affect people in different ways.

Color is a powerful tool for expression and eliciting aesthetic responses.

Colors interact with and influence each other.

Objectives

Students will know the key vocabulary of color; e.g., hue, and saturation; primary, secondary, analogous, complimentary, tertiary, warm, and cool colors.

Students will know how to read the color wheel.

Students will become skilled at mixing pigment to create new colors.

Students will know the difference between color as light and color as pigment.

Students will become skilled at creating value and intensity changes.

Students will know how to create the illusion of 3-D, depth using color.

Students will know how to use the expressive potential and power of color in creating an artwork.

Students will know the different things color can do.

Students will know how colors interact within a given artwork.

Students will know the names and significant works of artists who have explored color theory; e.g., Mondrian, Cassatt, Picasso, Monet, Albers, Kandinsky.

Students will become skilled at the use of color.

Students will become skilled at the use of various media, including but not limited to cut paper, tempera paint, color pencil, scratch art paper, calligraphy media, markers and collage.

Students will know the “3 Basic Features of an Art Work” and become skilled at explaining the subject, composition (elements and principles of design) and purpose of their art work.

Learning Plan

Preview the essential questions and connect to learning throughout the unit.

Teacher presentation and introduction to the lessons (may include one or more of the following: video, reproductions, student work, Scholastic Arts magazine, computer presentation).

Teacher presentation of vocabulary (vocabulary worksheets).

Handouts of vocabulary, student expectations, information concerning artists, etc.

Teacher presentation of past student work and reproductions (Display reproductions.)

Students critique of past student work.

Teacher presentation of exercises to be done by students.

Preview the essential questions and connect to learning throughout the unit.

Teacher presentation of videos of famous artists.

Student and teacher evaluation of critique work (rubric).

Teacher introduction and demonstration of the medium.

Students will brainstorm/thumbnailed sketch.

Students will use technology, information and other tools to explore ideas for art production.

Students will experiment with medium.

Students will make decisions to solve the problems using the appropriate medium and following instructions.

Students will creatively mount finished projects.

Students will self-evaluate with a rubric.

Students will complete “3 Basic Features of an Art Work.”

The teacher will evaluate the project based on the rubric.

Assessment

Answer the essential questions.

Engage in active and meaningful participation in classroom discussions and activities including critiques, and creating artwork that explores the use of color.

Complete a writing prompt related to the topic of color in art.

Participate in and complete evaluation of artwork produced through critique and rubrics (student self-assessment and teacher assessment).

Complete a summative evaluation using a rubric.

Materials

Various reproductions, Scholastic Arts Magazines, various teaching brochures, various media (cut paper, tempera paint, color pencil, scratch art paper, calligraphy media, markers and collage), various teacher made examples, past student work, teacher made handouts, videos, on-line sources.

