

# Unit 2: Monochromatic Color

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

## Unit 2: Monochromatic Color

---

### Unit Rationale

The purpose of this unit is to...

- Teach students that value (the lightness or darkness of a color) can be manipulated in a work of art and is a key component in understanding the usage of color and the role it plays in conveying meanings.

### Essential Questions

---

- What is the purpose of controlling value in a painting?
- How does manipulating value help create depth in your paintings?

### Pre-Assessments

---

The students will be given a blank slip of paper that has a pre-drawn rectangle on it. Without prior instruction, they will be asked to create a range of values (value scale) within the singular rectangle. The educator will be able to see if students understand the concept varying the amount of pressure applied to the paper to achieve a range of light to dark values.

### Instructional Plan

---

See description below for Lesson 1.

### Lesson 1: Value and Monochromatic Color

---

#### **Student Learning Intentions or We are learning to/that ... (WALT)**

- Value is the lightness or darkness of a color.
- Contrast is the degree of difference between values.
- A shade is a color plus black.

- A tint is a color plus white.
- You can add grey (black and white) to a color to make it less saturated.

### **Student Success Criteria ... “I can statements”**

- Mix different values in tempera paint of the same color: shades, tints and duller values (by adding both black and white).
- Use these values in either an abstract painting or a still life painting.
- Use contrast to differentiate shapes, forms or color areas.
- Use tempera paints properly by cleaning brushes before dipping brush into pure color.

### **Instructional Strategies and Activities**

#### Lesson1: Value and Monochromatic Color

- Students will be introduced to the value scale through the pre-assessment described above.
- The educator will then review the concept of value, and basic color theory such as monochromatic color schemes and mixing tints/shades.
- Once the sketch is complete, they will be given one color only in addition to black and white. They will need to use many different shades, tints and grays in their painting to achieve the monochromatic color scheme.

### **Formative Assessments:**

Throughout the process of creating a themed color wheel, students will be evaluated using the following methods:

- **The educator may question individuals or the class as a whole for understanding of concepts.**
- **The educator may look at individual works in progress to check for understanding.**
  - Did students understand the subject matter and do a detailed and well thought out initial drawing?
  - Did students mix a variety of tints, shades and grays of chosen color?
  - Was student able to control brushwork? - The educator may also administer a "museum walk" style critique for the students to walk around the room, observe each other's artwork, and provide feedback.

### **Instructional Materials and Resources**

Student Supplies: Blank value scale, colored pencil, pencil, eraser, canvas board, acrylic paint, paint brushes, water cup

Educator Materials: Value scale, monochromatic painting lesson sample, colored pencil, pencil, eraser, canvas board, acrylic paint, paint brushes, water cup

## **Reflections and Suggested Modifications**

To be reflected upon by the educator at the completion of the unit.

## **Modifications and/or Accommodations**

---

### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how

much time they have to complete an assignment.

## Students with 504 Plans

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just

may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

---

## **New Jersey Student Learning Standards: Content Area**

---

VA.3-5.1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
VA.3-5.1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

---

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

---

### **Integration of Diversity, Equity, and Inclusion:**

Students will create a monochromatic painting with abstract or representational imagery of their choosing. At the end of the unit, students will conduct a "museum walk" critique that will give them the opportunity to provide feedback to each other and observe their work. They will collaborate on ideas, share their constructive criticisms, and embrace the differences in each of their paintings.

---

## **Integration of Career Readiness, Life Literacies and Key Skills**

---

CRP.K-12.CRP6	Demonstrate creativity and innovation.
---------------	----------------------------------------

## **Integration of Computer Science and Design Thinking**

---

CS.K-2.8.2.2.ITH.4

Identify how various tools reduce work and improve daily tasks.

## **21st Century Life and Career**

---

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math**

---

ELA.SL.PE.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.