

Unit 3: Color

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **Approximately 7 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Perspective Summary

Unit 3, Color, builds on the artist's growing knowledge of rendering by investigating color theory. This unit gives an in-depth look at the way colors work and the way our eyes perceive color. Artists will deepen their understanding of color relationships through working with colored pencils, cut paper, and pastels. This unit will explore non-representational art forms and define the term "abstract," while considering the work of the great fauvist, Henri Matisse.

Learning Objectives

- Define abstract and representational as it pertains to art
- Define and identify warm, cool, tertiary, and complimentary colors
- Define color theory
- Develop color pencil rendering and blending skills
- Evaluate color theories practical application and influence
- Identify everyday uses of color psychology
- Make artistic choices based on color psychology and color theory
- Use the color wheel to identify color relationships
- Use vocabulary related to space, depth, and perspective
- Use vocabulary relevant to color theory

Essential Skills

- Artists will be able to analyze and interpret artwork.
- Artists will be able to analyze the role and responsibility of an artist.
- Artists will be able to appropriately depict scale and proportion in the human figure and portrait.
- Artists will be able to compare and contrast periods of art movements.

- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.
- Artists will be able to define, recognize, and apply the Elements of Art.
- Artists will be able to demonstrate strong skills in technical drawing.
- Artists will be able to develop a rich fine arts vocabulary.
- Artists will be able to discuss the roles of artists in local communities.
- Artists will be able to discuss the use of art as a form of visual communication.
- Artists will be able to display knowledge of various media and their properties.
- Artists will be able to examine art's place in the world.
- Artists will be able to examine self as an artist.
- Artists will be able to identify and apply color relationships using color theory.
- Artists will be able to properly and appropriately care for, store, and present artwork.
- Artists will be able to render 3-dimensionally on 2-dimensional planes.
- Artists will be able to safely use and store art materials.

Standards

VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.

Instructional Tasks/Activities

Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Abstract color project
- Acrylic painting
- Color pencil rendering of still life
- Create a color wheel using primary, secondary and tertiary colors
- Create a representational piece using color theory
- Create an abstract pieces using color theory
- Create an agamograph in a medium of choice
- Create an artwork using color theory
- Pastel rendering

Assessment Procedure

- Cumulative portfolio
- Quizzes and tests
- Classroom Total Participation Technique
- Classwork
- Daily Draw warm ups
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Friday Sketch Club
- In class participation
- In class projects
- Journal / Student Reflection
- Midterms and finals
- Other named in lesson
- Performance
- Project goal tracking
- Quiz
- Research projects
- Rubric
- Teacher observation
- Test
- Worksheet
- Written and verbal critiques

Recommended Technology Activities

- Google Classroom
- Google Docs
- Google Slides
- MagicSchool AI
- Quiziz
- Use Google Docs to complete writing assignments, critiques, and a manage project goal tracking

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Differentiation

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally

- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- Art of Nineteenth Century Europe
- Drawing on the Right Side of the Brain
- Juxtapoz Magazine and Juxtapoz.com
- National Gallery of Art
- The Metropolitan Museum of Art website
- The Moma website
- The Moma World Reference
- The Secret Language of the Renaissance: Decoding the Symbolism of Italian Art
- The Secret Lives of Colors
- The Secret Lives of Famous Artists
- The Sketch Daily
- The World Art Reference Guide
- Visual Reference Guide: Mythology
- Visual Reference Guide: World History

Unit Vocabulary

- Abstract

- analogous colors
- blending
- color theory
- color wheel
- complimentary colors
- cool colors
- gradient
- Orthogonal
- Perspective
- pigment
- primary colors
- representational
- secondary colors
- shade
- tertiary colors
- tint
- value
- warm colors
- wash

Artistic Materials

- acrylic paint
- art paper
- brushes
- color pencils
- cups
- palette
- palette knives
- palettes
- paper towels
- pastels
- pastels
- pencils
- Sharpie markers
- water
- watercolors

Unit Artists

- Bob Ross
- Georges Seurat
- Mark Rothco
- mondrian
- Paul Klee

Teaching Strategies

- In class assignments will produce works of art that reflect thoughtful consideration of concept in addition to skill building with a variety of fine arts materials.
- Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.
- Sketchbook assignments and daily warm ups will reinforce classroom knowledge and build on prior understandings.
- Various teaching methods and techniques will be utilized in this course.