

Unit 2: Color

Content Area: **Performing Arts**

Course(s):

Time Period:

Length: **Approximately 12 weeks**

Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Color Summary

Unit 2, 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

- Compare and contrast abstract and representational artwork
- Compare and contrast warm and cool colors
- Consider Henri Matisse's impact in the fauvist movement and on art history
- Consider the influence of artists such as Georgia O'Keeffe and Henri Matisse
- Define abstract and representational
- Define color theory
- Develop color pencil rendering and blending skills
- Evaluate color theory's practical application and influences in day-to-day life
- Identify everyday uses of color psychology
- Make artistic choices based on color psychology and color theory
- Use a color wheel to identify color relationships
- Use vocabulary relevant to color theory: monochromatic, analogous, arbitrary, complementary, primary, secondary, tertiary

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

VPA.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

Instructional Tasks/Activities

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

- Art vocabulary exercises and activities
- Color relationship triptych drawing
- Color theory notes
- Color theory quiz

- Color wheel practice guide
- Colored pencil rendering practice
- Georgia O’Keeffe nature studies
- Matisse Paper Paintings/Collaborative class assignment
- Pastel rendering practice
- Representational to abstract project

Assessment Procedure

- In class projects
- Classroom Total Participation Technique
- Classwork
- Cumulative portfolio
- Daily Draw warm ups
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- In class participation
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Project goal tracking
- Quiz
- Quizzes and tests
- Research projects
- Rubric
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Worksheet
- Written and verbal critiques

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use Google Docs to complete written assignments, critiques, and 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

Instruction/Materials

- 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

- 50 Things to Draw
- Art of Nineteenth Century Europe
- Drawing on the Right Side of the Brain
- Graffiti School
- Juxtapoz Magazine and Juxtapoz.com
- Line of Action Figure Drawing guide
- National Gallery of Art
- PowerPoints
- 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
- Arbitrary
- Chroma
- Color
- Color relationship
- Color Wheel
- complementary
- Cool colors
- Fauvism
- Monochromatic
- Personal association
- Pigment

- Primary
- Representational
- Secondary
- Shade
- Tertiary
- Tint
- Universal association
- Warm colors

Artistic Materials

- Chalk pastels
- Colored pencils
- Erasers
- Markers
- Oil pastels

Unit Artists

- Georgia O’Keeffe
- Henri Matisse
- Mark Rothko
- Vincent Van Gogh
- Wayne Thiebaud

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.