

# Unit 2: Color

Content Area: **Performing Arts**  
Course(s):  
Time Period:  
Length: **Approximately 6 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

| <u>State Mandated Topics Addressed in this Unit</u> |     |
|---|-----|
| 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 science of how our eyes perceive color. Artists will do extensive work in creating color wheels that challenge color theory compared to color practice. Artists will deepen their understanding of color and color relationships through working with cool and warm colors, color relationships, and varied techniques in colored pencils, markers, oil pastels, and chalk pastels.

## Learning Objectives

- Compare and contrast warm and cool colors
- 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 a variety of color drawing materials: oil pastels, chalk pastels, and colored pencils
- 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

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|----------------|---|
| 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

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

- Art vocabulary exercises and activities
- Color Relationship Pop Art tiles
- Color theory notes
- Color theory quiz
- Color wheel practice guide: primary, secondary, and full
- Colored pencil rendering practice

- Cool vs. warm exercises
- Marker technique sheet
- Oil and chalk pastel technique sheet
- Wayne Thiebaud food drawings

## **Assessment Procedure**

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

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource

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- 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**

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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**

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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**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy

- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- 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**

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- 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**

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## Resources

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- 50 Things to Draw
- Art 101
- Art Fundamentals Theory and Practice
- Art of Nineteenth Century Europe
- Drawing on the Right Side of the Brain
- Frida Kahlo Painting Her Own Reality
- Graffiti School
- Juxtapoz Magazine and Juxtapoz.com
- Line of Action Figure Drawing guide
- National Gallery of Art
- PowerPoints
- The Daily Book of Art
- The Little Book of Dali
- 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
- Van Gogh
- Visual Reference Guide: Mythology
- Visual Reference Guide: World History

## Unit Vocabulary

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- Abstract
- Analogous
- Arbitrary
- Chroma
- Color
- Color relationship
- Color wheel
- Complementary
- Cool colors

- Monochromatic
- Personal association
- Pigment
- Primary
- Representational
- Secondary
- Shade
- Tertiary
- Tint
- Universal association
- Warm colors

## **Artistic Materials**

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

## **Unit Artists**

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- Andy Warhol
- Josef Albers
- Mark Rothko
- Wayne Thiebaud

## **Teaching Strategies**

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- 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.