

Unit 3: 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 3, is the introduction to color. Artists will compare and contrast color theory and color practice while evaluating the use of color throughout art history. Artists will create artwork using an array of media, such as colored pencils, acrylic paints, oil pastels, and watercolors. Artists will explore color groupings, color relationships, and color perception, in addition to color psychology. Artists will be asked to assess the use of color in their everyday lives and its use in real-world application.

Learning Objectives

- Compare and contrast color theory and color practice
- Compare and contrast the properties of acrylic paint and watercolor paint
- Consider global events' influences on artwork
- Consider the connection between music and art
- Consider warm and cool colors and how they add to depth
- Create a color chart using watercolor paints
- Create a monochromatic color scheme
- Create a working definition of color perception
- Create artwork that emulates the style of various artists
- Create tints and shades using acrylic paint
- Define arbitrary and explain how it relates to color theory
- Demonstrate knowledge of various brushes and tools to apply paint
- Evaluate color psychology and identify its usage in everyday application
- Evaluate fauvism and consider its influence on art history and contemporary art
- Practice rendering skills using chalk pastels
- Practice the application of color theory
- Use the color wheel to connect and explain color relationships

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.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.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.

Instructional Tasks/Activities

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

- Color test
- Cosmic 60's paintings
- Fauvism paintings
- Matisse collage
- Monochromatic painting

- Paint/color studies
- Silhouette in warm colors

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- Daily Draw warm ups
- 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
- 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 Chromebooks to research musical influences on artists.

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

Teaching Strategies

- In class assignments will produce works of art that reflect thoughtful consideration of concepts 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.

Resources

- Drawing on the Right Side of the Brain
- 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 Lives of Famous Artists
- The Sketch Daily
- The World Art Reference Guide