

# Unit 1 - Color

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## Unit Overview

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Students are introduced to colors and basic color theory.

## Enduring Understandings

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Colors are all around us, and as artists we use colors to create art.

## Essential Questions

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Where do we see colors?

Do we associate colors with each season?

What is a secondary color?

How did you create a new color in your artwork?

Why are primary and secondary colors spaced out the way they are on the color wheel?

## Learning Objectives

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Identify primary and secondary colors.

Explain how the element of color is used in artwork.

Explain how to mix primary colors to create secondary colors.

Use different methods and materials to apply the element of color to create art

Identify and correctly order the colors in a color wheel/ the colors in a rainbow.

Students will learn the appropriate use of paint, brushes, colored pencils, pastels, etc. during the creation of art.

## Standards: Content

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VA.K-2.1.5.2.Cr1

Generating and conceptualizing ideas.

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

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| VA.K-2.1.5.2.Cr1a | Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.   |
| VA.K-2.1.5.2.Cr1b | Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.   |
| VA.K-2.1.5.2.Cr2  | Organizing and developing ideas.<br><br>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.<br><br>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? |
| VA.K-2.1.5.2.Cr2a | Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.   |
| VA.K-2.1.5.2.Cr2b | Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.   |
| VA.K-2.1.5.2.Cr2c | Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.  |
| VA.K-2.1.5.2.Cr3  | Refining and completing products.  |
| VA.K-2.1.5.2.Cr3a | Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.   |
| VA.K-2.1.5.2.Re7  | Perceiving and analyzing products.<br><br>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.<br><br>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?   |
| VA.K-2.1.5.2.Re7a | Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.   |
| VA.K-2.1.5.2.Re7b | Describe, compare and categorize visual artworks based on subject matter and expressive properties.  |

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| ELA.SL.PE.1.1     | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  |
| 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.   |
| ELA.SL.II.K.2     | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| ELA.SL.PE.2.1     | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  |
| CS.3-5.8.1.5.AP.4 | Break down problems into smaller, manageable sub-problems to facilitate program development.   |
| TECH.9.4.2.CI.1   | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).   |
| TECH.9.4.2.CI.2   | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).  |
| TECH.9.4.2.CT.2   | Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).   |

## Assessment Evidence

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| Formative                                    | Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics.                               |
| Summative                                    | Projects, Quizzes, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment  |
| Alternative & Benchmark                      | Alternative – Project Based Learning, Graphic Organizers, Student Portfolio<br>Benchmark – Teacher generated project or assessment |
| <a href="#">Assessment Evidence Resource</a> |  |

## Instructional Resources

Pad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, [Instructional Resource List](#)

## Curricular Mandates

*Below are the curricular requirements as defined in NJ Administrative Code and Statute*

|           |   |                                     |
|-----------|---|-------------------------------------|
| Amistad   | X | Diversity, Equity, and Inclusion    |
| Holocaust |   | LGBT and Disabilities (Grades 6-12) |

|   |                |  |                                   |
|---|----------------|--|-----------------------------------|
| X | Climate Change |  | Asian American & Pacific Islander |
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## **Social Emotional Learning (SEL) Competencies**

*[NJ Social and Emotional Learning Competencies & Sub-Competencies](#)*

|   |                             |   |                     |
|---|-----------------------------|---|---------------------|
| X | Self-Awareness              | X | Relationship Skills |
|   | Responsible Decision-Making |   | Social Awareness    |
| X | Self-Management             |   |                     |

## **21st Century Skills & Themes**

|   |                                       |                        |                                    |
|---|---------------------------------------|------------------------|------------------------------------|
|   | Global and Cultural Awareness         | Technology Literacy    | Planning and Budgeting             |
| X | Creativity and Innovation             | Financial Institutions | Risk Management and Insurance      |
|   | Information and Media Literacy        | Digital Citizenship    | Economic and Government Influences |
| X | Critical Thinking and Problem Solving | Credit Profile         | Career Awareness and Planning      |
|   | Civic Financial Responsibility        | Financial Psychology   |                                    |