

Englewood Public School District

Visual Art

Grade 6

Unit 1: Color Theory

Overview: This unit introduces students to the skills needed to think both critically and creatively through visual art. Students will demonstrate proficiency in identifying elements of art and principals of design with an emphasis on color theory. Students will demonstrate a recall of colors both primary and secondary and prove value scale through the study of art movements such as Fauvism and Impressionism, as well as a study of color in advertising.

Time Frame: 10-12 days

Enduring Understandings:

- People associate colors with aspects of their surroundings, memories, and nature.
- Colors often have different meanings in various cultures and societies.
- Some artists use color to express emotion in their work whereas some use it to express or convey an idea or concept, yet other artists use color to add realism to their work.

Essential Questions:

- How does color affect mood?
- Why do certain colors mean different things to different people?
- How do artists use color in their work? How did different art genres and movements use color?

Standards	Topics and Objectives	Activities	Resources	Assessments
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<p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> <p>1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p>	<p style="text-align: center;">Topics</p> <p>Recall of colors, secondary colors; prove value scale, color wheel, art movements, Fauvism, Impressionism, Color in advertising</p> <p style="text-align: center;">Objectives</p> <p>SWBAT - Create two-and three-dimensional works of art using the basic elements of color, form, and space.</p> <p>Identify how various art movements use color and analyze their effectiveness.</p> <p>Explain how color can evoke a mood or emotion in visual art.</p> <p>Describe the impact various art movements had on society.</p> <p>Discuss how artistic genres have impacted visual art today.</p> <p>Critique the work of artists from various genres, and time periods.</p> <p>Analyze contemporary visual art used in digital media using color theory.</p>	<p>Analyze works of art and discuss their impact on the viewer based on the artist's use of color. NJSLS.SL.6.1</p> <p>Evaluate the impact artistic genres have on society and their potential influence on future trends. 6.2.7.D.1.b, NJSLSA.L6.3</p> <p>Compare and contrast how different art movements used color. 6.2.7.D.1.b</p> <p>Mix colors using pointillism in the inspiration of Impressionism. 6.RP.A</p> <p>Discuss how the use of this technique impacts the viewer's perception of color. NJSLS.SL.6.1</p> <p>Create an original work of art in the style of fauvism, highlighting the use of color. 6.G.A, 6.RP.A</p> <p>Students will view the 2013 Beyoncé Pepsi Ad campaign. They will assess the work based what they learned about how color evokes mood or emotions. NJSLSA.SL2., NJSLS L.6.5</p> <p>Show other print ads of the same style and have</p>	<p>Art movements and color palettes: https://www.invaluable.com/blog/art-movements-painters-palettes/</p> <p>Impressionism & color: https://www.artistsnetwork.com/art-techniques/color-mixing/whats-the-impressionist-way-of-painting-with-color/</p> <p>Impressionist works: https://www.nga.gov/features/slideshows/impressionism.html#slide_6</p> <p>Pointillism & Color project: https://www.incredibleart.org/lessons/middle/middle29.html</p> <p>Fauvism video: https://www.pinterest.com/pin/485685141038446062/</p> <p>Fauvism & Color: http://www.artyfactory.com/art_appreciation/art_movements/fauvism.htm</p> <p>Matisse-inspired window paintings: http://tabithaanthelostsock.blogspot.com/2014/04/matisse-inspired-lessons.html</p> <p>Color in Marketing: http://www.colormatters.com/</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> Observation Question and answer group discussion Reflections Self-Assessment Peer Assessment <p>Summative Assessment:</p> <ul style="list-style-type: none"> Summative non-formal assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> 20 Quick Formative Assessments from the art of education: <ul style="list-style-type: none"> Outcome Sentences Pair-Share 3-2-1 Beach ball https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/ Gallery walk displaying student work Admit/Exit tickets Teacher-made check sheets and rubrics
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<p>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p>		<p>students evaluate these in a similar way. NJSLS. RST.6.8-4, NJLSA.L.6.3, WHST.6-8.9.</p> <p>Collaborate in small groups to create their own marketing piece for a product of their choice (with teacher approval), with a focus on the use of color. NJSLSA.R7., NJLSA.SL6.1, NJLSA.L6.3, NJLSA.SL2., NJSLS L.6.5</p>	<p>color-and-marketing/color-and-branding</p> <p>Beyoncé Pepsi ad campaign: https://www.youtube.com/watch?v=W7jkygJ_QNo</p>	<ul style="list-style-type: none"> • Projects, Portfolio, Presentations • Think, Pair, and Share
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Key Vocabulary:

- **Primary colors-** any of a group of colors from which all other colors can be obtained by mixing
- **Secondary colors-** a color resulting from the mixing of two primary colors
- **Grayscale-** a range of gray shades from white to black, as used in a monochrome display or printout
- **Value scale-**a system of organizing values, consisting of nine values ranging from white to black, with several shades of gray in between
- **Warm colors-** colors such as red, yellow, and orange that evoke warmth because they remind us of things like the sun or fire
- **Cool colors-** colors such as blue, green, and purple (violet) that evoke a cool feeling because they remind us of things like water or grass
- **Monochromatic colors-** derived from a single base hue and extended using its shades, tones and tints
- **Analogous colors-** groups of three colors that are next to each other on the color wheel, sharing a common color, with one being the dominant color, which tends to be a primary or secondary color, and a tertiary.
- **Complementary colors-** colors directly opposite each other in the color spectrum, such as red and green or blue and orange, that when combined in the right proportions, produce white light
- **Fauvism-** a style of painting with vivid expressionistic and non-naturalistic use of color that flourished in Paris from 1905 and, although short-lived, had an important influence on subsequent artists, especially the German expressionists
- **Impressionism-** a style or movement in painting originating in France in the 1860s, characterized by a concern with depicting the visual impression of the moment, especially in terms of the shifting effect of light and color
- **Pointillism-** a technique of painting in which small, distinct dots of color are applied in patterns to form an image

Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Art curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Art requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Speak and display terminology and movement● Teacher modeling● Peer modeling● Develop and post routines● Label classroom materials● Word walls● Check for understanding of directions● Use posters with directions written in pictures in all languages● Seat students close to the teacher.● Incorporate visuals:	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Work with a partner● Provide concrete examples and relate all new assignments to previously learned tasks● Solidify and refine concepts through repetition.● Provide extended time.	<ul style="list-style-type: none">● Using visual demonstrations, illustrations● Give directions/instructions verbally and in simple written format.● Peer Support● Increase one on one time● Teachers may modify instructions by modeling what the student is expected to do● Instructions may be printed out in large print and hung	<ul style="list-style-type: none">● Curriculum compacting● Inquiry-based instruction● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction● Room for Artistic Choices● Elevated Technique Complexity● Additional Projects● Adaptation of requirements

<p>graphic organizers, gestures, props</p>	<ul style="list-style-type: none"> ● Repeat directions ● Check for understanding of directions 	<p>up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. 	
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Interdisciplinary Connections:

ELA - NJSLS/ELA:
 NJSLS.RST.6.8-4: Determine the Meaning of Symbols, Key Terms, And Other Domain-Specific Words and Phrases as They Are Used in A Specific Scientific or Technical Context Relevant to Grades 6-8 Texts and Topics.
 NJSLS.SL.6.1. Engage Effectively in A Range of Collaborative Discussions (One-On-One, In Groups, And Teacher-Led) With Diverse Partners on Grade 6 Topics, Texts, And Issues, Building on Others Ideas and Expressing Their Own Clearly.
 NJSLSA.L6.3. Use Knowledge of Language and Its Conventions When Writing, Speaking, Reading, Or Listening
 NJSLSA.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 NJSLS L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Social Studies:
 6.2.7.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Math:
 6.RP.A: Understand Ratio Concepts and Use Ratio Reasoning to Solve Problems.
 6.G.A: Solve Real-World and Mathematical Problems Involving Area, Surface Area, And Volume.

Integration of Technology Standards NJSLS 8:
8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property.
8.1.8.D.4: Assess the credibility and accuracy of digital content.
8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.
8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
8.1.8.C.1: Explain how different teams/groups can contribute to the overall design of a product.
8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.
8.2.8.C.5 Explain the interdependence of a subsystem that operates as part of a system.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.