

Design Basics: Color

Unit #: APSDO-00067505
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Grade(s): 1, 2, 3
Subject(s): Visual Arts
Course(s): GR. 1 - ART, GR. 2 - ART, GR. 3 - ART

Unit Focus

In this unit, first graders will create a color wheel. They will be introduced warm and cool color groups and use color temperature to communicate an idea. They will also be introduced to color value and how to mix tints and shades of a color. Students will apply their learning by utilizing color concepts in a variety of works. Primary instructional tools and materials include items such as paper, crayon, colored pencil, pastel, marker, brushes, and other art media.

In this unit, second graders will create a color wheel to find analogous groups of colors and use analogous groups of colors to create color harmony in their work. Students will apply their learning by utilizing color concepts in a variety of works. Primary instructional tools and materials include items such as paper, crayon, colored pencil, pastel, marker, paint, brushes, and other art media.

In this unit, third graders will review the primary and secondary colors and be introduced to complementary pairs. Students will combine them in a work of art and mix to create neutral gray. Students will apply their learning by utilizing color concepts in a variety of works. Primary instructional tools and materials include items such as paper, crayon, colored pencil, pastel, marker, paint, brushes, and other art media.

Stage 1: Desired Results

Established Goals	Transfer	
Standards <ul style="list-style-type: none"> • Connecticut Goals and Standards <ul style="list-style-type: none"> ◦ Visual Arts: PK-12 <ul style="list-style-type: none"> ▪ CREATING <ul style="list-style-type: none"> ▪ Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12) ▪ Organize and develop artistic ideas and work. (ART.CREA.02 PK-12) ▪ Refine and complete artistic work. (ART.CREA.03 PK-12) 	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.	
	T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.	
	T3 (T103) Analyze a piece of artwork according to the elements and principles of design.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i>	
	U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.	Q1 (Q100) Where do I find inspiration to create art? How do I choose an idea?
	U2 (U101) Artists effectively communicate by using the elements and principles of design.	Q2 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?
	U3 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.	Q3 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?
	Acquisition	

	Knowledge	Skill(s)
	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 That color choice can cause different effects in a work of art</p> <p>K2 That a color wheel can be used as a tool to help make color choices</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Gr 1: Identifying, creating, and using tints and shades</p> <p>S1 Gr 1: Creating a color wheel</p> <p>S1 Gr 1: Identifying and using warm and cool color groups</p> <p>S2 Gr 2: Creating a color wheel to find analogous groups</p> <p>S3 Gr 2: Selecting and using analogous groups to create color harmony in their work</p> <p>S4 Gr 3: Identifying complementary color pairs</p> <p>S5 Gr 3: Combining complementary colors to create contrast in a work of art</p> <p>S6 Gr 3: Mixing complementary colors to create neutral gray</p>