

Winslow Township School District

Grade 6 Art

Unit 1: Color Theory

Overview: In this unit of study, students will be introduced 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 recall both primary and secondary colors and demonstrate the value scale through the study of art movements such as Fauvism and Impressionism Students will also study the use of color in advertising.

Overview	Standards for Art	Unit Focus	Essential Questions
Unit 1 Color Theory	<ul style="list-style-type: none">• 1.5.8.Pr4a• 1.5.8.Pr5a• 1.5.8.Pr6c• 1.5.8.Cr1a• 1.5.8.Cr1b• 1.5.8.Cr2a• 1.5.8.Cr2c• 1.5.8.Cr3a• 1.5.8.Re7b• WIDA 1	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• How does color affect mood?• Why do certain colors mean different things to different people?• How do artists use color in their work?

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<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none">• Students will create two- and three-dimensional works of art using the basic elements of color, form, and space.• Students will identify how various art movements use color and analyze their effectiveness.• Students will explain how color can evoke a mood or emotion in visual art.• Students will critique the work of artists from various genres, and time periods.• Students will discuss how artistic genres have impacted visual art today.• Students will describe the impact various art movements had on society.• Students will be able to analyze contemporary visual art used in digital media using color theory.	<ul style="list-style-type: none">• How did different art genres and movements use color?
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Curriculum Unit 1	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1: Color Theory	1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.	2	9
	1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.		
	1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.		
	1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to art making including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.		
	1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.	1	
	1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.	1	
	1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.	1	
	1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.	1	
	1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.	1	

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	1.5.8.Pr6c	1Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.	1	
	Assessment, Re-teach and Extension		1	

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Enduring Understanding	Indicator #	Performance Expectation
Enduring Understandings: 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.	1.5.8.Cr1a 1.5.8.Cr1b	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
Enduring Understandings: 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.	1.5.8.Cr2a 1.5.8.Cr2b 1.5.8.Cr2c	Demonstrate persistence and willingness to experiment and take risks during the artistic process. Demonstrate an awareness of ethical responsibility as applied to art making including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
Enduring Understandings: 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.	1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

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Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.	1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
Enduring Understanding: Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	1.5.8.Pr6c	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

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Assessment Plan

- Class discussions
- Independent & group work/projects
- Benchmark assessments
- Teacher Observations
- Performance Tasks

- [Art movements and color palettes](#): Students will analyze works of art and discuss their impact on the viewer based on the artist's use of color.
- [Pointillism & Color project](#): Students will work to gain a better understanding of the 'pointillist' movement/style and the artists associated with it ('Seurat' etc) and for students to develop skills using oil-pastels.

Resources

- Chromebooks
- Group discussions
- Manipulatives
- SMARTboard / Mimio Technology
- Google Applications (Documents, Forms, Spreadsheets, Presentation)
- <https://kinderart.com/>

Activities

- [Impressionism](#): Evaluate the impact that [artistic genres](#) have on society and their potential influence on future trends.
- Practice mixing colors using the technique of pointillism using Impressionism as an inspiration.
- Compare and contrast how different art movements used color.
- [Fauvism & Color](#): Create an original work of art in the style of fauvism, highlighting the use of color.
- [Matisse-inspired window paintings](#): Create an original work of art in the style of fauvism, highlighting the use of color.
- 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.

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Instructional Best Practices and Exemplars

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|---|--|
| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 10. Manage response rates |

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. 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.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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Modifications for At-Risk Students

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

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 6 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking<input type="checkbox"/> Reading <input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none">• Relate to and identify commonalities in art studies in student’s home country• Assist with organization• Use of computer• Emphasize/highlight key concepts• Teacher Modeling• Peer Modeling• Label Classroom Materials - Word Walls	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none">• Raise levels of intellectual demands• Require higher order thinking, communication, and leadership skills• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles• Provide higher level texts• Expand use of open-ended, abstract questions• Critical and creative thinking activities that provide an emphasis on research and in-depth study• Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none">❖ Gifted Programming Standards❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

Interdisciplinary Connections:

ELA Standards:

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

Integration of Computer Science and Design Thinking NJSLS 8

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.