

Winslow Township School District
Grades 11-12 Art III
Unit 1: Color Theory

Overview: In this unit, students will study the color wheel and how color influences emotions and interest in a body of work. Students will study the origins of art forms within a historical and cultural context, as well as aesthetic movements, influence, and interrelationships. Students will continue to maintain an ongoing paper or electronic art portfolio.

Overview	Standards of Visual and Performing Arts	Unit Focus	Essential Questions
Unit 1 Color Theory	1.5.12prof.Re8a 1.5.12acc.Re8a 1.5.12adv.Re8a 1.5.12prof.Pr6a 1.5.12acc.Pr6a 1.5.12adv.Pr6a 1.5.12prof.Cr1a 1.5.12prof.Cr1b 1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12adv.Cr1a 1.5.12adv.Cr1b 1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12adv.Cr3a WIDA 1	<ul style="list-style-type: none"> • Identify the basic elements of art and principles of design in diverse types of artwork. • Identify elements of art and principles of design in specific works of art and explain how they are used. • Color theory is both the science and art of using color. It explains how humans perceive color; and the visual effects of how colors mix, match or contrast with each other. Color theory also involves the messages colors communicate; and the methods used to replicate color. • Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. • Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. • 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. 	<ul style="list-style-type: none"> • What is color theory and how does it affect art? • How have artist today been influenced by artist of the past? • How will students develop an appreciation and understanding of the importance of the arts within culture? • How do the arts represent the culture, time period that it comes from? • What is the impact of the arts on culture and history? • How do the traits of different cultures influence the art that they produce? • How will students develop the ability to think, critically about the elements, performance and aesthetic effect of the arts? • Name three abstract artists that use color theory. • Name art styles that predominantly use color theory.

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<i>Unit 1: Enduring Understandings</i>	<ul style="list-style-type: none">• Create your own color wheel and understand how it works and how to apply color theory throughout all art projects.• Develop an appreciation for the range of art in various cultures and historical periods• Art literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts	
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Curriculum Unit 1	Standards		Pacing	
			Days	Unit Days
Unit 1: Visual Art	1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	11	45
	1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.		
	1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.		
	1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.	11	
	1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.		
	1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.		
	1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.	12	
	1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.		
	1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.		
	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.		
	1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.		
	1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.		
	1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.	6	
	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.		
	1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.		
Assessment, Re-teach and Extension			5	

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Enduring Understanding	Indicator #	Indicator
People gain insights into meanings of artworks by engaging in the process of art criticism.	1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
	1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
	1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
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.	1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings
	1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
	1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
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.	1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
	1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
	1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
	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.
	1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
	1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established

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		conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	<p>1.5.12prof.Cr3a</p> <p>1.5.12acc.Cr3a</p> <p>1.5.12adv.Cr3a</p>	<p>Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.</p> <p>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.</p> <p>Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision</p>

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Assessment Plan	
<ul style="list-style-type: none"> • Quarterly Assessment: Performance- Based • Maintain a art portfolio over time (paper or digital) with journal reflections, research ideas, notation, critiques, photographs, clippings about art from magazines and newspapers. 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Analyzing primary source documents on the history of art and the cultures of origin. • Conduct short research projects on the cultural origins of art to support analysis, reflection, and research • Use technology to create a presentation on the impact of art on specific groups of people and historical events.
Resources	Activities
<ul style="list-style-type: none"> • https://www.khanacademy.org/humanities/art-history/approaches-to-art-history/an-introduction-to-art-history • http://besthistorysites.net/art-history/ • https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-arthistory/v/visual-analysis • https://www.colormatters.com/color-and-design/basic-color-theory • https://www.smashingmagazine.com/2010/01/color-theory-for-designers-part-1-the-meaning-of-color/ • https://canvas.saatchiart.com/art/art-history-101/the-basics-of-abstract-painting-you-should-know • https://mymodernmet.com/art-history-terms/ • https://study.com/academy/lesson/what-is-art-history-definition-overview.html <p>➤ Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none"> • Research, the artist of study and how the artist work reflected in your art work. • Research the medium of study and the difference in today's medium. • Create a self-portrait in the artist of study style using their techniques. • Use advanced art medium etc. acrylic paint, chalk pastels prism markers, colored pencils. • Create an abstract original body of work using various artist techniques studied. • Write a critique on artist masterworks by comparing and contrasting two different genres that are from the same time period.

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Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills	
<p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>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.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

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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. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Art Curriculum.

- Provide extended time for written responses and reports.
- Create a word wall with cultural Art names/vocabulary.
- Leveled texts for analyzing primary and secondary sources

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. More time will be made available with a certified instructor to aid students in reaching the standards.

- Provide an outline for journal entries and research tasks.
- Provide extended time for written responses and reports.
- Encourage student choice of topics / genres.

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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"/> Grades 9-12 WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>This particular unit has limited language barriers due to the physical nature of the curriculum. The following can be utilized: Review previously learned art terminology. Include terms for human emotions. Students will use their artwork to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board. Students in pairs will create art display to relate the emotions created by the scene.</p> <ul style="list-style-type: none"> • Display labeled images of art movements. • Use artwork to respond to theme / emotion in sound • Display artwork. • Assign an art partner. 	<p>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 artwork. In addition, the following can be utilized:</p> <ul style="list-style-type: none"> • Alternate Learning Activities/Units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. • Create an original artwork based on the cultural themes and art elements from related historical art movements. • Compare and contrast historical/ cultural art from different time periods and geographic regions. • Become an expert on one medium/ style and teach the history, influence, and performance of this style to peers. <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

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.