

Deposit Central School District Curriculum Map

<p>GRADE LEVEL: 5-6 TOPIC: COLOR</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the most effective ways to use the elements of art and principals of design in art? • In what ways can I incorporate the elements of art and principles of design together in art? • How does art affect our every day lives? • Why is art important? • What is the purpose of art? • How does art make us feel? • What materials are used to create art? • How is art created? • How can we use art as a form of communication?
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Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • How can colors be described and categorized? • What are some ways that color is used in art? • How does art change a person's mood or affect their emotions? • How is color used in art to make it stand out? • What information does the color wheel give us about color? • What colors work in harmony? • What colors are contrasting or complementing each other? • How can colors be created and manipulated? • What happens to a color when you mix it with white or black? • How do the properties of the colors change as you mix colors from within the 	<ul style="list-style-type: none"> • Use color to create contrast, definition, value, and intensity in art. • Use color to emphasize components of their art work. • Utilize the color wheel as an artist tool which will help them organization, components and functionality of the colors in the color wheel. • Identify the moods and tones that different color combinations can create in art. • Create new colors by mixing primaries. • Identify and create intermediate colors. • Manipulate color by adding black and white. • Recognize and use monochromatic and complementary colors in a work of art. • Know the colors and order of the colors on the color wheel. • Recognize that the colors on the color wheel are colors found in light from a prism (rainbow). • Identify the color groups: Warm and cool colors. Complementary colors and analogues colors, primary, secondary, intermediate and analogous colors. 	<ul style="list-style-type: none"> • Make a two tone monochromic painting. • Create a work of art that used complementary colors. • Paint a painting where the students are given only the primary colors, black and white. Require the students to make the other colors they need using these basic colors. • Study an artist that has used color to create a specific mood or emotional energy. Use the color theory to create a mood or express an emotion through the color choices. • Study the color wheel. Look at its parts and identify how the colors correlate to one another. Create a color wheel that identifies the parts of the wheel and color groups. • Paint an abstract picture that uses complementary, 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

	<p>color wheel?</p> <ul style="list-style-type: none"> • How do artists make decisions about good color combinations? • How does the change of colors alter the mood of the painting? • What does color theory mean? 	<ul style="list-style-type: none"> • Recognize that not all colors are found on the color wheel, and be able to identify the characteristics that are featured in colors not found on the color wheel. • Recognize a tint and shade. • Recognize and name primary and secondary colors by hue. • Look at different works of art and identify the color theory in use and what moods those colors are evoking. • Understand that the color theory refers to the color groups and how they interact with one another. 	<p>intermediate, and analogous colors as featured parts of the painting.</p>	
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Connections to Technology:

Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the SmartBoard technology to help demonstrate, model or assess student understanding of the material.

Key Vocabulary:

color (Properties of Color: Hue, Value, and intensity, primary colors, secondary colors, intermediate colors, color wheel, complementary colors, monochromatic, tone, tint, shade, red, yellow, orange, green, blue, violet, names of intermediate colors, hue)

Deposit Central School District Curriculum Map

GRADE LEVEL: 3-4
TOPIC: COLOR

Essential Questions:

- **What are the most effective ways to use the elements of art and principals of design in art?**
- **In what ways can I incorporate the elements of art and principles of design together in art?**
- **How does art affect our every day lives?**
- **Why is art important?**
- **What is the purpose of art?**
- **How does art make us feel?**
- **What materials are used to create art?**
- **How is art created?**
- **How can we use art as a form of communication?**

Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<p>Standard 1, 2, 3, and 4</p>	<ul style="list-style-type: none"> • How can colors be described and categorized? • What are some ways that color is used in art? • How does art change a person’s mood or affect their emotions? • How is color used in art to make it stand out? • What information does the color wheel give us about color? • What colors work in harmony? • What colors are contrasting or complementing each other? • How can colors be created and manipulated? • What happens to a color when you mix it with white or black? • How do the properties of the colors change as you mix colors from within the color wheel? 	<ul style="list-style-type: none"> • Use color to create contrast, definition, value, and intensity in art. • Use color to emphasize components of their art work. • Utilize the color wheel as an artist tool which will help them organization, components and functionality of the colors in the color wheel. • Identify the moods and tones that different color combinations can create in art. • Create new colors by mixing primaries. • Identify and create intermediate colors. • Manipulate color by adding black and white. • Recognize and use monochromatic and complementary colors in a work of art. • Know the colors and order of the colors on the color wheel. • Recognize that the colors on the color wheel are colors found in light from a prism (rainbow). • Identify the color groups: Warm and cool colors. Complementary colors, primary and secondary groups. • Recognize that not all colors are found on the color wheel, and be able to identify the 	<ul style="list-style-type: none"> • Make a monochromic painting. • Create a work of art that used complementary colors. • Paint a painting where the students are given only the primary colors and black and white. Require the students to make the other colors they need using these basic colors. • Study an artist that has used color to create a specific mood or emotional energy. • Study the color wheel. Look at its parts and identify how the colors correlate to one another. • Look at works of art by Pablo Picasso during his blue period and identify other artists who have used monochromatic color schemes. • Draw an abstract picture and color in half with warm colors and the other half using cool colors. 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

	<ul style="list-style-type: none"> • How do artists make decisions about good color combinations? 	<p>characteristics that are featured in colors not found on the color wheel.</p> <ul style="list-style-type: none"> • Recognize a tint and shade. • Recognize and name primary and secondary colors by hue. 	<ul style="list-style-type: none"> • Look at George Seurat and how he used closely placed primary colored dots to create a new color. Create a pointillist picture with markers. • Look at how Pop Art artists such as Andy Warhol and Jasper Johns use color. Create a print and explore colors with different color mixes and blends. 	
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<p>Connections to Technology: Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the SmartBoard technology to help demonstrate, model or assess student understanding of the material.</p>
<p>Key Vocabulary: color (Properties of Color: Hue, Value, and intensity, primary colors, secondary colors, intermediate colors, color wheel, complementary colors, monochromatic, tone, tint, shade, red, yellow, orange, green, blue, violet, names of intermediate colors, hue, George Seurat, Pointillism, pop art, Jasper Johns, Andy Warhol)</p>

Deposit Central School District Curriculum Map

<p>GRADE LEVEL: 1-2 TOPIC: COLOR</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the most effective ways to use the elements of art and principals of design in art? • In what ways can I incorporate the elements of art and principles of design together in art? • How does art affect our every day lives? • Why is art important? • What is the purpose of art? • How does art make us feel? • What materials are used to create art? • How is art created? • How can we use art as a form of communication?

Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • How can colors be described and categorized? • How can colors be created and manipulated? 	<ul style="list-style-type: none"> • Identify the primary colors (red, blue and yellow) as colors on the color wheel that can not be created by combining any other colors. • Connect the written word of a color with the color it describes. • Mix and combine the primary colors to create the secondary colors. • Identify the secondary colors as colors on the color wheel that are made by mixing two primary colors. • Recognize that the colors on the color wheel are colors found in a rainbow. • Know the colors on the color wheel and the order they appear on the color wheel. • Understand that red, orange and yellow are warm colors. 	<ul style="list-style-type: none"> • Create a color wheel by manipulating the primary colors. Make the color wheel part of a picture. (i.e. the belly of a bear, the wheels of a car, a ball in circus scene) • Paint a rainbow. • Color in the word of a color with the color that word describes. • Predict color outcomes and mix primary colors with diluted water and paints. • Paint an ice-cream sundae using the colors in the rainbow. • Paint a bear sculpture with tints of hues made by mixing a hue and white. • Look at Claude Monet's Lilies and discuss the colors he used. Make a water painting that has cool and calming colors as in his paintings. 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

		<ul style="list-style-type: none"> • Recognize that the cool colors are blues, greens and violets. • Recognize and name primary and secondary colors by hue. • Predict new outcome of mixing colors. • Discuss why artist use warm and cool colors in their artwork. 		
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<p>Connections to Technology: Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the SmartBoard technology to help demonstrate, model or assess student understanding of the material.</p>
<p>Key Vocabulary: color (Properties of Color: Hue, Value, and intensity, primary colors, secondary colors, intermediate colors, color wheel, complementary colors, monochromatic, tone, tint, shade, red, yellow, orange, green, blue, violet, names of intermediate colors, Claude Monet)</p>

Deposit Central School District Curriculum Map

GRADE LEVEL: Pre-K-K
TOPIC: COLOR

Essential Questions:

- **What are the most effective ways to use the elements of art and principals of design in art?**
- **In what ways can I incorporate the elements of art and principles of design together in art?**
- **What impact does art have on your day to day life?**
- **Why is art important?**
- **What is the purpose of art?**
- **How does art make us feel?**
- **What materials are used to create art?**
- **How is art created?**
- **What makes art unique?**

Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> • What are colors? • How do artists use colors? 	<ul style="list-style-type: none"> • Recognize the colors of the rainbow and color wheel. • Connect the written word of a color with the hue of that color. 	<ul style="list-style-type: none"> • Paint a rainbow. • Color in an abstract design using specific color choices and following directions. • Color in the word of a color with the color that word describes. • Look at Jackson Pollock’s use of car and make a splatter painting. 	<ul style="list-style-type: none"> • Create a portfolio. • Design and create a piece of art • Self-Critique • Critique other art • Group centers • Written response • Active group participation in a discussion • Teach observation • Daily classroom work

Connections to Technology:

Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the SmartBoard technology to help demonstrate, model or assess student understanding of the material.

Key Vocabulary:

color (red, yellow, orange, green, blue, violet, rainbow, color wheel, Jackson Pollock)