

## Grade 5 - Unit 2 - Oaxacan Color Schemes

### Unit Focus

In this unit, students will learn about color theory and how to develop a color scheme that works to convey personal choices as well as cultural connections. They will apply their knowledge to creating a scheme which reflects not only the artistic precepts typical of Oaxacan Alebrijes, but the personal creative preferences of the artist. Students will learn by experimenting with a variety of color combinations and patterns in graphite and colored pencils in order to develop a series of possible schemes, ultimately choosing the most successful to apply to their sculpture.

### Stage 1: Desired Results

Established Goals	Transfer	
<p><b>Standards</b></p> <p>National Core Arts Standards <i>Visual Arts: 5</i> Relate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (VA:Cn11.1.5) Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. (VA:Cn11.1.5.a) Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.5) Combine ideas to generate an innovative idea for art-making. (VA:Cr1.1.5.a) Perceive: Perceive and analyze artistic work. (VA:Re7.1.5) Identify and analyze cultural associations suggested by visual imagery. (VA:Re7.2.5.a) Analyze: Interpret intent and meaning in artistic work. (VA:Re8.1.5) Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. (VA:Re8.1.5.a)</p> <p><b>Other Goals</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Create works of art to personally engage in the artistic process and/or communicate meaning</p> <p>T2 Examine a topic or genre to better understand a piece of art or artist in relation to time and place</p> <p>T3 Capture the feeling or emotional response which an artistic piece elicits</p> <p>T4 Engage in critique to inform next steps or deepen examination of an artistic work</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Artists' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.</p> <p>U3 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next?</p> <p>Q2 How does knowing more about the topic change or deepen my understanding?</p> <p>Q3 How do I show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work?</p> <p>Q4 K-3: What does quality look/feel/sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece?</p>

## Stage 1: Desired Results

Student Growth and Development 21st Century Capacities Matrix Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <i>(MM.1.3)</i> Design: Students will be able to engage in an appropriate process to refine their product. <i>(MM.2.3)</i>	Acquisition	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Colors and shapes can communicate purpose. K2 Artists continually reflect on and refine their product during the creative process. K3 Different cultures create distinct and unique artistic products K4 Vocabulary: Color Scheme, Complimentary Colors, Analogous Colors, Value, Pattern	<i>Students will be skilled at...</i> S1 Selecting colors and patterns to communicate purpose S2 Identifying themes and aspects of art from different cultures and styles S3 Practicing good craftsmanship S4 Assessing a work in progress in order to refine and develop the final product.