

Pilot Course Proposal

Submitted By: Jennah Bentley

Building: Lindbergh High School

Proposed Course Title: BC ART 111 Design Color

Department: CTE

Grade Level: 11-12

Tri: 1

Credit: 1.0 Fine Arts, CTE or Elective (5 credit CHS)

PLEASE ANSWER OR ATTACH EACH OF THE FOLLOWING

Course Description & Need

Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

- **Course Description.** This course explores the theory and practice of color in fine arts and design. Students study color fundamentals such as hue, value, saturation, and temperature while developing skills in color mixing, blending with colored pencils, and painting with gouache and acrylics. Projects include color wheels, charts, and original designs that integrate systematic color interactions, spatial composition, and practical problem-solving. The course also examines historical and contemporary uses of color and encourages critical analysis through discussion and critique.
- **Credit.** This College in the High School course covers the curriculum of a 5-credit college course. Students will earn 1.0 high school credit in Fine Arts, CTE, or Elective.
- **Learning Outcomes.** Specifically, what will the student know and be able to do as a result of this course? Students will be able to:
 - Identify and apply the three main components of color (hue, value, and intensity) in their artwork.
 - Observe and analyze how colors interact and influence one another in compositions.
 - Mix and blend colors effectively using primaries, black, and white to create tints, shades, and tones.
 - Use color theory vocabulary confidently to describe and discuss their own work and that of others.
 - Apply color principles in original designs, paintings, and creative projects.
 - Employ color theory to create spatial illusions and add depth to their compositions.
 - Explore and recognize historical and contemporary uses of color and pigments in art.

Learning Standards

Upon completion of this course students will be able to meet the following Washington State Visual Arts and English Language Arts K-12 Learning Standards:

Arts, Visual

- VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.
- VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- VA:Cr3.1.IIIa Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- VA:Pr4.1.IIa Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- VA:Re.7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

- VA:RE.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- VA:Re.7.1.IIIa Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- VA:Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.
- VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

English Language Arts

Reading Science & Technical Subjects

- RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RST.11-12.4 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 11-12 texts and topics*.

Speaking & Listening

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Writing Science & Technical Subjects

- WHST.11-12.2.E Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Assessments

What are the assessments that will be used to determine student achievement of the goals of this course? (Attach to this proposal.)

Assessment in this course combines conceptual and practical learning. Theoretical understanding is evaluated through critiques, group discussions, and participation in class activities, while practical skills are assessed using rubrics that measure technical proficiency for each unit. All topics and skills learned throughout the course are integrated and demonstrated in a culminating original project, accompanied by a visual journal and final critique. See units in the Scope and Sequence for currently planned assessments by unit.

Considerations

Describe how this course will address:

- **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs).** This course will cover Common Core State Standards in Visual Arts and English Language Arts.
- **Integration of technology.** Students will use technology to document their work, submit assignments, and interact with Bellevue College. District tools will be used by students to conduct research related to color theory and design projects as well as explore historical and contemporary examples of color use in art and design. Digital tools and platforms will support the organization and presentation of projects, facilitate peer and

instructor critiques, and enable students to document their process, analyze and reflect on their own and others' work.

- **Infusion of diversity/multicultural perspectives.** The course incorporates diverse and multicultural perspectives by examining how artists from different cultures and historical periods have used color in unique ways. Students explore a variety of artistic traditions, materials, and approaches, considering cultural context and meaning in their own creative work. This fosters an appreciation for global artistic practices and encourages thoughtful, inclusive analysis during critiques and discussions.
- **Integration with other subject areas.** The study of color integrates concepts from multiple disciplines. Understanding hue, saturation, intensity, as well as the effects of blacks, whites, and lighting draws on scientific principles. Analyzing and applying environmental color requires insights into human psychology and cultural impact. Examining historical and cross-cultural uses of color, including the work of theorists and the meanings behind artistic choices, engages sociological and cultural understanding.
- **Provision of appropriate experiences for learners of varying abilities.** This course provides multiple pathways for students to engage with color theory and design, accommodating diverse learning needs and abilities. Studio exercises and projects are designed with flexible materials, media, and tools, and instruction is differentiated through visual demonstrations, step-by-step guidance, and scaffolding. Students may use adaptive technology, alternative participation methods in critiques, and flexible timelines for assignments, ensuring that all learners can successfully develop both technical skills and conceptual understanding of color.
- **Development of higher-level thinking and processing skills.** This course fosters higher-level thinking by engaging students in critical analysis, problem-solving, and creative decision-making related to color theory and design. Students evaluate color interactions, experiment with mixing and spatial composition, interpret historical and cultural uses of color, and participate in reflective critiques, developing both conceptual understanding and independent artistic judgment.
- **Articulation of scope and sequences across grades K-12 (include pacing and Current Scope and Sequence below).**
Art A/B
- **Will this course replace an existing curriculum? If so, which course?** This course will not replace any existing curriculum. Rather, it is part of an initiative to broaden opportunities for students to earn their fine arts credit for graduation while simultaneously earning college credit, providing greater choice and flexibility in pursuing advanced studies in areas like visual arts, graphic design, staging, interior design, illustration, and web design.
- **Statement of impact.** This course empowers students to apply color theory in creative and analytical ways, enhancing their technical skills, visual literacy, and artistic expression. By integrating hands-on practice with critical thinking, research, and cultural exploration, students gain the ability to make intentional design choices, analyze the work of others, and communicate ideas effectively. The course also fosters transferable skills in problem-solving, observation, and interpretation that support success in future academic and creative pursuits.
- **Instructional materials and cost (include titles, names of publishers and copyright).** To be determined upon curriculum training by Bellevue College art faculty.

Current Scope and Sequence

UNIT 1: Foundations of Color Perception & Systems (2 weeks)	
Essential Understanding: Students understand the scientific and structural foundations of color, including how light, materials, and color systems form the basis of all color theory.	
Topics	Activities

<ul style="list-style-type: none"> ● Additive vs. subtractive color ● Light, perception, and Newton’s experiment ● Primary/secondary color systems ● 12-hue wheel & color identity ● Hue, value, intensity fundamentals ● Pigments, inks, dyes & material behavior 	<ul style="list-style-type: none"> ● Environmental color observation walk ● Color wheel construction (paint or colored pencil) ● Demonstration: analyzing colors in natural and artificial light ● Vocabulary mini-labs (hue/value/chroma sorting exercises)
Assessments: <ul style="list-style-type: none"> ● Vocabulary quiz (hue, value, intensity, pigment terms) ● Full Color Wheel 	
UNIT 2: Color Attributes: Value, Saturation & Mixing Skills (2 weeks)	
Essential Understanding: Students learn how to manipulate hue, value, and intensity through mixing, and how to accurately analyze and recreate colors using primaries, black, and white.	
Topics <ul style="list-style-type: none"> ● Tints, shades, tones ● Achromatic vs. chromatic scales ● Saturation control ● Munsell, Itten, and Goethe color models ● Color matching strategies 	Activities <ul style="list-style-type: none"> ● Value scales (paint + pencil) ● Saturation ladder exercises ● Color-matching lab: match 6–8 target swatches ● Lecture/demo: comparing Munsell, Itten, and Goethe
Assessments: <ul style="list-style-type: none"> ● Color matching challenges ● Tints & Shades Chart ● Value / Saturation Chart 	
UNIT 3: Color Interaction & Perceptual Effects (2 weeks)	
Essential Understanding: Students understand that color is relative and constantly shifting, and they can predict and control perceptual effects such as contrast, illusion, and interaction.	
Topics <ul style="list-style-type: none"> ● Complementary relationships ● Temperature contrast ● Chromatic grays and neutrals ● Afterimage, simultaneous contrast, successive contrast ● Josef Albers & interaction principles 	Activities <ul style="list-style-type: none"> ● Interaction swatches (Albers-style studies) ● Complement grids & neutral-mixing practice ● Figure–ground switching exercises ● Group critique of perceptual illusions
Assessment: Complement Interaction Study, demonstrating control of perceptual color shifts	
UNIT 4: Color Harmony, Composition & Design Systems (2 weeks)	
Essential Understanding: Students apply color theory to compositions by selecting intentional color schemes and organizing color to support structure, hierarchy, balance, and mood.	
Topics <ul style="list-style-type: none"> ● Color harmonies: analogous, triad, split complement, tetrad ● Unity, variety, and visual hierarchy ● Color in design communication ● Spatial depth using temperature and value ● Atmospheric perspective 	Activities <ul style="list-style-type: none"> ● Harmony selection exercise (choose scheme to redesign a thumbnail) ● Spatial illusion studies: warm/cool depth exercises ● Example analysis: branding, illustration, painting ● Begin Original Color Scheme Composition
Assessments: <ul style="list-style-type: none"> ● Harmony thumbnails (3–5 small studies) ● Color Scheme Design Composition, demonstrating intentional harmony and spatial effect 	

UNIT 5: Historical & Contemporary Uses of Color (1 week)

Essential Understanding: Students recognize how artists across history have used pigments, color symbolism, and advancing color technologies to shape visual meaning.

Topics

- Pigments across art history
- Symbolic vs. optical color use
- Impressionist, Expressionist, Modernist color approaches
- Contemporary design & digital color

Activities

- Mini-lecture with artwork analysis
- “Pigment timeline” visual mapping
- Comparison: digital color (RGB/HEX) vs. pigment-based (CMYK/paints)
- Sketch planning for final project

Assessments:

- Historical color analysis worksheet
- Final project proposal and sketches

UNIT 6: Synthesis: Applied Color in Original Design Work (3 weeks)

Essential Understanding: Students synthesize technical skill, perceptual awareness, and creative decision-making to produce original artwork demonstrating full mastery of color theory.

Topics

- Applying color systems in original painting
- Advanced blending & layering (acrylic + pencil)
- Refining spatial qualities through color
- Personal color palettes and artistic voice
- Studio critique strategies

Activities

- Painting studies
- Peer critique on color choices
- Iterative revisions based on color analysis
- Independent studio days

Assessment: Original Design or Painting demonstrating Intentional color harmony, accurate mixing, spatial illusion, and interaction control; accompanied by visual journal with critique utilizing appropriate vocabulary and rationale.

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	<u>Signature</u>	<u>Date</u>
1. Department Head Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		
2. Principal Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		
3. District Content Facilitator Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		
4. Curriculum Director Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.