Drawing I - Unit 4 - Color Dynamics

Unit Focus

In this unit, students will move beyond basic color mixing to proficiently apply color theory. Rather than simply using paint to fill space, students will learn to manipulate hues, tints, shades, and tones to influence mood, create focal points, and balance complex visual relationships. This work emphasizes intentionality, where every color choice serves a specific compositional goal. To successfully navigate this unit and prepare for the post-assessment, students will view color through the lens of the Design capacity. Students are tasked with creating a composition in which the color palette serves as the primary tool for communication.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Visual Arts: HS Proficient

- Document the process of developing ideas from early stages to fully elaborated ideas. (VA:Cn10.1.HSI.a)
- Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a)

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)

Transfer

Students will be able to independently use their learning to...
T1 Create works of art to personally engage in the artistic process and/or communicate meaning
T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent
T3 Engage in critique to inform next steps or deepen examination of an artistic work
T4 Make appropriate choices as a responsible, respectful participant within a communal artistic experience

Meaning

Understanding(s)

Students will understand that...
U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.
U2 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.
U3 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.
U4 Artists' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question(s)

Students will keep considering...
Q1 What does quality look/feel/ sound like? How do I fine tune my work for and with an audience?
Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?
Q3 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?
Q4 What am I learning by engaging in critique?
Q5 How much freedom do I have to be creative and also work within established criteria?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 An unmixed color is called a Hue
K2 Hues mixed with white are called tints
K3 Hues mixed with black are called shades
K4 Hues mixed with gray are called tones
K5 Color relationships can be modeled into a color wheel
K6 Primary colors are used to mix secondary and tertiary colors

Skill(s)

Students will be skilled at...
S1 applying basic color theory and mixing techniques (color wheel, values and intensities
S2 orchestrating color schemes for desired visual impact (monochromatic, analogous, complementary, triadic)
S3 Value functions in color to build form