



Grade 4/5 Unit 2A - Color Schemes & Patterns

Unit Focus

In this unit, students will continue their experiences with 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 create a scheme which reflects both understanding of a viewed artwork/artform (i.e. Oaxacan Alebrijes, molas) as well as personal creative preferences of the artist. Students will experiment with a variety of color combinations and media in order to create a series of colorful reduction prints.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Visual Arts: 4 <ul style="list-style-type: none">Through observation, infer information about time, place, and culture in which a work of art was created. (VA:Cn11.1.4.a)Brainstorm multiple approaches to a creative art or design problem. (VA:Cr1.1.4.a)Explore and invent art-making techniques and approaches. (VA:Cr2.1.4.a)Revise artwork in progress on the basis of insights gained through peer discussion. (VA:Cr3.1.4.a)Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats. (VA:Pr5.1.4.a)Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide. (VA:Pr6.1.4.a)Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media. (VA:Re8.1.4.a)Apply one set of criteria to evaluate more than one work of art. (VA:Re9.1.4.a) Visual Arts: 5 <ul style="list-style-type: none">Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. (VA:Cn11.1.5.a)Combine ideas to generate an innovative idea for art-making. (VA:Cr1.1.5.a)Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork. (VA:Pr5.1.5.a)	<i>Students will be able to independently use their learning to...</i> T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Examine a topic or genre to better understand a piece of art or artist in relation to time and place T3 Capture the feeling or emotional response which an artistic piece elicits T4 Engage in critique to inform next steps or deepen examination of an artistic work	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists' creative choices are influenced by their expertise, context, and expressive intent. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U3 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.	<i>Students will keep considering...</i> 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? Q2 How does knowing more about the topic change or deepen my understanding? 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? 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?
	Acquisition of Knowledge and Skill	
	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.	<i>Students will be skilled at...</i> S1 Selecting colors and patterns to communicate purpose

Stage 1: Desired Results - Key Understandings

- Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. (VA:Pr6.1.5.a)
- Identify and analyze cultural associations suggested by visual imagery. (VA:Re7.2.5.a)
- 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)

Madison Public Schools Profile of a Graduate

- Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG.2.1)
- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)

K3 Different cultures create distinct and unique artistic products

K4 Vocabulary: Color Scheme, Complimentary Colors, Analogous Colors, Value, Pattern

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.