

Line and Color Families - 4th & 5th grade

Stef Prieto

Objectives (what will students take away from this lesson that they can use in the real world?):

(VA 4.O.1.1) Use the Elements of Art and Principles of Design to understand the artmaking process.
(VA 4.C.3.1) Use accurate art vocabulary when analyzing works of art.
(VA 5.O.1.1) Use structural elements of art and organizational principles of design to develop content in artwork.
(VA 5.C.3.1) Use the structural elements of art and organizational principles of design when engaged in art criticism.
(VA 5.H.1.1) Examine historical and cultural influences that inspire artists and their work.

Essential Questions (what questions can you ask students to get them thinking about the objectives?):

How can we use art to think differently about what “family” means?
How can colors, lines, and shapes give meaning to a work of art?

Factual Knowledge (think)	Procedural Knowledge (make)	Conceptual Knowledge (act)
<i>What should participants hear, read, view, explore or otherwise encounter?</i>	<i>What knowledge and skills should participants master?</i>	<i>What big ideas and understandings should participants be able to act on?</i>
Identify color “families” and shapes to work with, thinking about what these colors and shapes might mean to you.	Utilize line, shape, and color to create a composition that exemplifies pattern, rhythm, and unity.	Create a work of art that is visually appealing by making careful choices about how we use the elements and principles of design.

Performance tasks (what will students do and how will I know if students have achieved my desired results from Stage 1?)

Factual Knowledge (think)	Procedural Knowledge (make)	Conceptual Knowledge (act)
Participate in a class group brainstorm, listing colors and then collaboratively grouping them out loud, then doing the same with shapes.	Select a color family and shape to use for composition, being mindful of what these colors mean to you and how the shape gives it meaning.	Create a composition that is aesthetically attractive using the elements of art to show literal and symbolic unity.

Evidence of learning (what will I accept as evidence of student understanding and proficiency? DATA):

1. **Sketch/Plan:** Students should decide which colors/hues they will be using in their composition on a separate sheet of paper, perhaps sketching what shape they will work with or making swatches of the colors they will use. This will serve as documentation of students' beginning ideas, evidence that they were attentive during the group brainstorm, and a reference of their decision-making process for use during critique.
2. **Completed artwork:** Students completed compositions, with the tape border removed and the center completely filled using at least three different colors or hues.
3. **Participation in Critique/Exit Ticket:** Students should be able to verbally explain and justify their creative decisions before the class, as well as answer questions about their work. They will also turn in an exit ticket upon leaving the class where they respond to one or both of the essential questions.

Some possible problems for the diverse learners...

- Short attention span/easily losing focus during instruction and work time
- Lack of fine motor skills may debilitate students ability to create their composition
- Behavioral/emotional disturbances may cause frustration, anxiety, or loss of patience
- Visual disabilities may hinder application of color theory

What enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies) will students need in order to perform effectively and achieve desired results?

Basic understanding of color theory and the elements of art (color, line, and shape)

Planning/sketching an idea

Create a tape border/mask on paper

Draw repetitive line and shape

Explain/justify creative choices

What activities will equip students with the needed knowledge and skills?

Class brainstorm and grouping activity

Looking at and discussing exemplar historical and contemporary work, as well as a completed and in-progress example with accompanying demonstration

What will need to be taught and coached, and how should it best be taught in light of performance goals?

Types of color “families:” complementary, primary, secondary, warm, cool, monochrome/gradient

When working as a class to group colors, students will be asked questions like “*What mood does this artwork give off?*” “*How does the presence of this color make you feel?*” “*Why do you think the artist used this color?*”

Instruction will serve as an informal demonstration of how to talk about art, by using terminology associated with the project

Demonstration of how to create composition

What materials and resources are best suited to accomplish these goals?

Examples of artists who use certain groups of colors to give their artwork meaning.

<https://docs.google.com/presentation/d/1qVLQxmRCzdOCJYFYog-QbolgmYIS4MenWqwmulcZl6w/edit?usp=sharing>

Materials: Construction paper, scissors, artists’ tape or masking tape, colored markers, ruler (optional)

The Learning Plan

Brief description of the learning plan (think of this as how you will scaffold students through the answers to the questions above) - include divisions for days/times as you see fit:

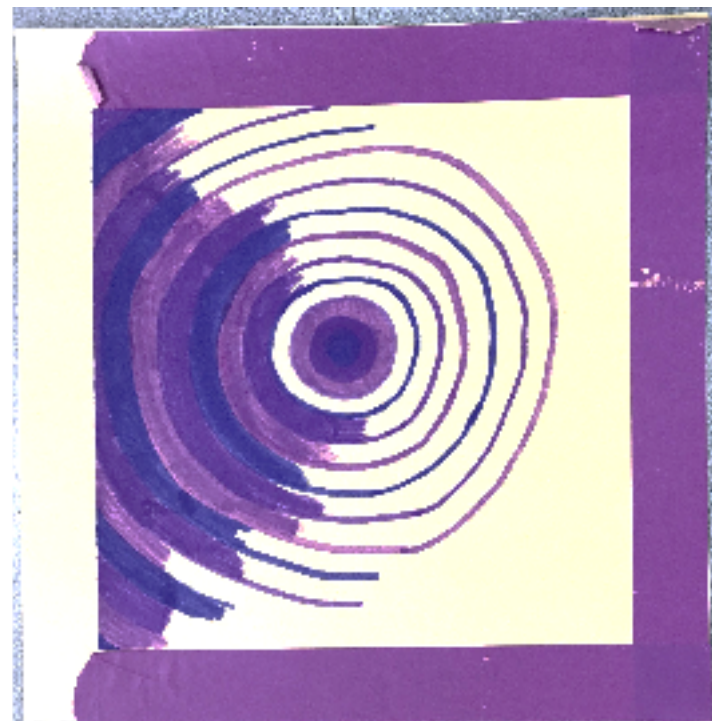
- DAY ONE
 - Introduce project with pre-assessment: Recall previous lessons on the elements of art, sharing favorite colors and shapes. Ask students to list colors and shapes. Mention that theme for school year is “family” and talk about how colors can be part of their own families. Ask students to think about the way they would group the colors they listed, create this web on the board. Through observation of student participation, gauge students’ knowledge on color theory and “families.”
 - Share examples of artists: Discuss the ways they use warm, cool, complementary, or monochromatic color schemes and ask students to talk about what they see, bringing attention to how the colors might imply meaning or context, giving background to the exemplar artworks.
 - After students see examples of artists’ work, revisit the list of colors and shapes on the board. Adjust grouping as needed to give students ideas of color groupings and shapes to work with.
 - Show teacher’s example of finished project: A square composition that features repetitive line and colors with one-inch borders along with an in-progress example that will be used to demonstrate the process.
 - Students will use the final moments of class to begin planning or/sketching their designs.

They will be responsible for a sheet of paper where they state which color “family” they will be using in their composition, likely making swatches of the colors they will use, or sketching what shape they will work with (formative assessment.)

- WORK DAY(S)
 - Briefly review project instructions, demonstrating how to tape borders on their papers.
 - Students will work until the last ten minutes when they will begin to clean-up while progress is checked.
- LAST DAY
 - Students will use the first ten minutes of the final workday to finish their projects.
 - Each student will have an opportunity to stand before the class with their artwork and talk about the creative choices they made while creating their composition. They will be presented with the questions “What color family did you use in your work and why?” and “What shape did you use for your composition?” to think about before they go up. They were also given a bonus question and asked to give their artwork a title if they could think of one. Upon exit, students will be asked to turn in a slip where they will respond to one or more of the essential questions.



Finished project (Warm colors/triangle)



In-Progress (Purple monochrome/circle)