

# Englewood Public School District

## Visual Art

### Grade 2

#### Unit 2: Color/Value

**Overview:** This unit introduces students to the skills needed to think both critically and creatively through visual art. Students will demonstrate proficiency in identifying elements of art and principles of design with an emphasis on color and value. They will identify primary colors and mix primary colors to make secondary colors with a range of media. Students will demonstrate the use of varying shades of color (value scale) and use color in their own artwork and explain how it is used.

#### NEW JERSEY CONTENT STANDARDS

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Time Frame:** Second Marking Period

#### Enduring Understandings:

- Moods and emotions are often associated with colors and used in everyday living such as advertising and the food industry.
- Limiting color choices can add to emphasis of a focal point, thus drawing more attention to a particular message trying to be conveyed.
- Color in artwork allows people to make various personal connections and interpretations.
- Color is further defined by warm and cool colors.

#### Essential Questions:

- How do we define the difference between primary and secondary colors?
- How can we apply the concepts of grayscale to demonstrate lightness and darkness?
- How can we identify/define shades and tints to create composition to prove understanding?
- How can we create various value of any specific color?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.1.2.D.2</b> Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p><b>1.3.2.D.1 -</b> Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p> <p><b>1.3.2.D.3</b> Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p> <p><b>1.4.2.A.1</b> Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g. gender, age, absence or presence of training, style, etc.)</p>	<p><b>Topics</b></p> <p><b>Primary colors, secondary colors, mix tint shades demonstrate lightness/darkness</b></p> <p><b>Objectives</b> SWBAT Identify primary colors and mix primary colors to make secondary colors with a range of media.</p> <p>Students will use colors of the color wheel (primary and secondary) to create a creative work of art.</p> <p>Students will demonstrate the use of varying shades of color (value scale).</p> <p>Students will describe the use of color in famous works of art.</p> <p>Students will use color in their own artwork and explain how it is used.</p>	<p>Students will label colors on color wheel, identifying primary colors. <b>NJSLSA.L6., NJSLSAL.5</b></p> <p>Students will identify what colors make up secondary colors.</p> <p>Students will mix colors to create different colors and shades.</p> <p>Students will paint a value scale. <b>NJSLS M.2.OA.A</b></p> <p>Students will critique famous works of art from different genres and time periods, describing how color is being used. <b>NJSLSA.L6, NJSLSA.SL2., NJSLS M.2.GMD.C., 6.1.4.D.18, 6.1.4.D.19 6.1.4.D.20 )</b></p> <p>Use paint, water color, oils, pastels, crayons, colored pencils to create works of art that demonstrate the use of color. <b>NJSLS M.2.G.A., K-2-ETS1-2</b></p>	<p>Color wheel (label): <a href="http://handsheadnheart.blogspot.com/2010/10/color-wheels.html">http://handsheadnheart.blogspot.com/2010/10/color-wheels.html</a></p> <p>Color Wheel project: <a href="https://www.deepspacesparkle.com/colorwheel-scarecrows/">https://www.deepspacesparkle.com/colorwheel-scarecrows/</a></p> <p>Artwork that demonstrates color: <a href="https://artclasscurator.com/color-in-art-examples/">https://artclasscurator.com/color-in-art-examples/</a></p> <p>Artwork that uses value (Andy Goldsworthy): <a href="https://artclasscurator.com/art-works-that-show-emphasis/">https://artclasscurator.com/art-works-that-show-emphasis/</a></p> <p>O'Keefe (use of color): <a href="https://www.okeeffemuseum.org/installation/georgia-okeeffe-line-color-composition/">https://www.okeeffemuseum.org/installation/georgia-okeeffe-line-color-composition/</a></p> <p>Primary and Secondary Project: <a href="https://www.deepspacesparkle.com/primary-and-secondary-colors-art-lesson/">https://www.deepspacesparkle.com/primary-and-secondary-colors-art-lesson/</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Question and answer group discussion</li> </ul> <p><b>Summative:</b> Color mixing activity</p> <p>Value scale project</p> <p>Artwork critiques</p> <p>Original artwork</p> <p>Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria.</p> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>Outcome Sentences</li> <li>Affirmations</li> </ul>

<p><b>1.4.2.B.2</b>  <b>Apply the principles of positive critique in giving and receiving responses to performances.</b></p>		<p>Students will critique art of peers describing how color is being used.  <b>NJSLSA.SL1, NJSLS M.2.GMD.C., NJSLSA.L3.</b></p>	<p>Warm and cool colors:  <a href="https://kinderart.com/art-lessons/painting/warm-and-cool-flowers/">https://kinderart.com/art-lessons/painting/warm-and-cool-flowers/</a></p> <p>Value in art:  <a href="https://www.youtube.com/watch?v=AAwYHNo31ZQ">https://www.youtube.com/watch?v=AAwYHNo31ZQ</a></p> <p>Value scale lesson:  <a href="http://www.arttango.com/second_grade_art_lessons/second_grade_Lesson_29.html">http://www.arttango.com/second_grade_art_lessons/second_grade_Lesson_29.html</a></p> <p>The TAG Method of Critique  <a href="https://www.theartofed.com/2015/10/21/an-engaging-critique-that-taps-into-your-students-love-of-quick-communication/">https://www.theartofed.com/2015/10/21/an-engaging-critique-that-taps-into-your-students-love-of-quick-communication/</a></p>	<ul style="list-style-type: none"> <li>• 3-2-1  <a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></li> </ul>
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**Key Vocabulary:**

Color, value, primary colors, secondary colors, color wheel, grayscale, value scale, contrast, hue, shade, lightness, darkness, movement, emphasis, warm colors, cool colors

**Integration of 21st Century Standards NJSLS 9:**

**9.2.4.A.2** Identify various life roles and civic and work - related activities in the school, home, and community.

**Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• Speak and display terminology and movement</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Word walls</li> <li>• Check for understanding of directions</li> <li>• Use posters with directions written in pictures in all languages</li> <li>• Seat students close to the teacher.</li> <li>• Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• Work with a partner</li> <li>• Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Provide extended time.</li> <li>• Repeat directions</li> <li>• Check for understanding of directions</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Room for Artistic Choices</li> <li>• Elevated Technique Complexity</li> <li>• Additional Projects</li> <li>• Adaptation of requirements</li> </ul>

**Interdisciplinary Connections:**

**ELA - NJSLS/ELA:**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

**Social Studies:**

- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**Math:**

- M.2.OA.A. Represent and solve problems involving addition and subtraction.
- M.2.GMD.C. Represent and interpret data.
- M.2.G.A. Reason with shapes and their attributes.

**Science:**

- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**Integration of Technology Standards NJSLS 8:**

- 8.2.2.A.1 Define products produced as a result of technology or of nature.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task.

**Career Ready Practices:**

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12.** Work productively in teams while using cultural global competence.

