

Planned Course: So You Think You Can't Draw : AKA Art 101	Course Number: AH811	Department: Art	
Unit: 3 Color and Value	Grade Level: 9-12		
Estimated Time: 5-7 weeks	Level/Track: elective	Date Approved: 8/8/2011	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>perspective</p> <p>K. Identify, explain and analyze traditions as they relate to works in the arts</p> <p>L. Identify, explain, and analyze common themes, forms and techniques from works in the arts</p> <p>9.3.12 Critical Response B. Determine and apply criteria to a person's work and works of others in the art</p> <p>9.4.12 Aesthetic Response D. Analyze and interpret a philosophical position identified in works in the arts and humanities</p>	<p>how artists manipulate, alter and combine color to create mood, symbolism, or composition?</p> <p>Does the student understand the color wheel, basic color mixing and can apply it in his or her own work?</p> <p>Can the student arrange colors into specific color schemes and apply one in a work of art? (such as: primary, secondary, analogous, complementary, earth-tones etc.)</p>	<p>or categorize art works based on the color use in folk (ex – pysanki), cultural art (ex – Tibetan), and master works (ex – Munch)</p> <p>Students create an accurate color wheel using only primary colors</p> <p>Students mix their own colors from the primaries and neutrals in creating their own art work</p> <p>Students play “Colors” game: identifying and creating traditional color schemes</p> <p>Students create a work of art accurately applying a traditional color scheme (ex: radial symmetrical design in complementary colors)</p>	<p>Use of appropriate art vocabulary in discussions</p> <p>Participation in discussions is on task and focused, has clarity and insight</p> <p>Rendering Quality; visual sense of form through value changes to highlight and shadow</p> <p>Application of full value range</p> <p>Colors can be accurately mixed and placed around a color wheel to create desired color choices</p> <p>Color can be appropriately applied to depict symbolism, mood, and/or compositional principles, such as unity or focal point</p> <p>Colors and value changes can be a smoothly blended to depict form</p>
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	Can the student blend colors, avoiding “flat” areas in their own artworks?	<p>Teacher demonstration of successfully blending colors</p> <p>Students practice blending colors on worksheets, sketchbook assignments, and/or simple shapes</p> <p>Students create a work of art using both mixed and blended colors</p>	<p>Color choices accurately represent traditional color schemes, such as; warm, cool, complementary, analogous, primary, secondary, earthtones, and neutrals</p> <p>Quality craftsmanship: clean, crisp, neat, careful work, no bent edges or creases, no smudges, etc.</p> <p>Participation in daily studio maintenance</p>
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