

## MYP Unit 2: Color Theor



## MYP Unit 2: Color Theory

**Duration:** 3 Weeks, 15 hours

**Unit dates:** 5th Feb 2024 - 1st Mar 2024

**Subjects:** Art

**Grades:** Year 4

### Inquiry & action



#### Reflection: Prior to teaching the unit

#### Ongoing reflection

**JENNIFER NUNEZ** • 8:31 am, 12th Feb 2024

Prior to this unit, students have discussed and practiced techniques related to all other elements of art. Students have used pencil and charcoal to complete value scales and use different ranges of value to create texture, form, and use space accurately.



#### Key concept

##### Arts key concepts:

Change, Communication

##### Key concepts from other subject groups:

Connections, Development



#### Related concepts

Expression, Visual culture, Interpretation, Style



#### Global context

Personal and cultural expression

##### Focus exploration(s)

- Artistry, craft, creation, beauty
- Critical literacy, languages and linguistic systems
- Metacognition and abstract thinking



## Statement of inquiry

Artists make aesthetic compositions through color to express how they feel about the things they see in the world.

Representation of color in art allowed for an historical economic narrative



## Inquiry questions

### Factual questions

- How does color influence the artwork?
- How does an artist use color to communicate?

### Conceptual questions

- What is the importance of creating a strong composition?
- How does color in art reflect history, culture and society?

### Debatable questions

- To what extent do artists base their works of art on the philosophy and psychology of color?
- Can colors and rituals in different cultures be used as a form of the visual arts?



## Learner profile attributes

- Reflective
- Communicators
- Inquirers

### Development of the learner profile attribute(s)

Students will explore multiple topics related to color theory, such as: primary/secondary/tertiary/analogous colors, tints and shades, and tones. Students will reflect on past experiences and use newly acquired knowledge of color theory to create a work of art that uses color to effectively communicate messages from those past experiences and evoke certain moods from their viewers.



## MYP objectives

### Year 5/Competent Objectives

#### Objective B: Developing

- i. practically explore ideas to inform development of a final artwork or performance

#### Objective C: Creating/Performing

- i. create or perform an artwork.

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**Objective D: Evaluating**

- ii. reflect on their development as an artist.
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**Approaches to learning****Communication skills**

Read critically and for comprehension

**Collaboration skills**

Take responsibility for one's own actions

Build consensus

Give and receive meaningful feedback

**Organization skills**

Plan short- and long-term assignments; meet deadlines

Set goals that are challenging and realistic

**Reflection skills**

Identify strengths and weaknesses of personal learning strategies (self-assessment)

**Information literacy skills**

Access information to be informed and inform others

Make connections between various sources of information

**Creative-thinking skills**

Make unexpected or unusual connections between objects and/or ideas

**Teaching the ATL skills**

Communication Skills:

- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Take effective notes in class
- Collaborate with peers and experts using a variety of digital environments and media. Interpret and use effectively modes of non-verbal communication
- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Help others to succeed

Collaboration Skills:

- Take responsibility for one's own actions
- Build consensus

- Give and receive meaningful feedback

#### Organization Skills:

- Plan short and long term assignments
- Set goals that are challenging and realistic
- Select and use technology effectively and productively
- Meet deadlines
- Keep and use a weekly planner for assignments

#### Reflection Skills:

- Consider content
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Consider personal learning strategies
- How efficiently and effectively am I learning?
- What can I do to become a more efficient and effective learner?
- Keep a journal to record reflections

#### Information Literacy Skills:

- Access information to be informed and inform others
- Make connections between various sources of information

#### Creative Thinking Skills:

- Make unexpected or unusual connections between objects and/or ideas
- Create original works and ideas; use existing works and ideas in new ways
- Use lateral thinking to make unexpected connections
- Apply existing knowledge to generate new ideas, products or processes
- Practice flexible thinking



### **Service learning**

#### **What service learning opportunities will this unit provide?**

##### Direct service

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## What service learning outcomes will you address in this unit?

Persevere in action, Undertake challenges that develop new skills

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### Summative assessment

Outline of summative assessment task(s) including assessment criteria:

Summative assessment is the final painting (i.e. color wheel, color matching realism, cultural icon poster, cubism flower, Georgia O'Keeffe flower, ...) – inspired by color

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### Content

- Color Theory: Primary, secondary, complementary, tertiary, and analogous colors; color schemes, tints, shades, saturation
  - Knowledge and skills that will be used to enable students to respond to inquiry questions include: research on the philosophy and psychology of color, how color can be used to “talk” to the viewer, discussions and written reflection.
  - Understand how colors are a powerful way to convey an idea or message
  - Research and reflect on the light spectrum and how we see color.
  - Explore how Artists have created pigment for paint in different regions throughout time
  - Demonstrate knowledge of how pigment has played a role in economics in various cultures throughout time
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### Subject standards

#### Creating

##### Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. (Acc.VA:Cr2.1)

#### Responding

##### Anchor Standard 7: Perceive and Analyze Artistic Work

Hypothesize ways in which art influences perception and understanding of human experiences. (Prof.VA:Re7.1)

#### Connecting

##### Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

Document the process of idea development, from early-stage ideas to fully elaborated ideas. (Prof.VA:Cn10)

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## Learning experiences and teaching strategies

Students will know what is expected of them through the following:

- Unit Outline and task sheet
- Work examples and Teacher demonstrations
- Formative assessment rubric posted in classroom
- Summative assessment rubric posted in class
- Ongoing verbal and written feedback from teachers
- Student support and feedback



## Formative assessments

### Formative assessments

Color Match Practice

Color Scheme Study

Color Wheel



## Differentiation

Students may use more time

The teacher will give extra attention to those struggling with mixing colors.