

Foundation of Color and Composition Unit

3-Use paint and brushes to develop a composition involving lines and color-one class

Oral assessment: touch on past vocabulary for compositions, fill in the blank sheets with color wheel-quick color quiz. Color wheel quizlet [here](#)

Vocabulary: repetition, line, symmetry, asymmetry, balance, composition, complimentary colors, cool colors, warm colors, analogous colors, transparency, opacity, medium, appropriation

History: Look at MN Native artists Dyani White Hawk [Painting](#) (can scroll through to show students different approaches to composition) for line and color combination. What kind of composition is she using? Is the color in her work transparent or is it opaque? Are there patterns? What about repetition? Keren Kroul uses color and shapes to define [her compositions](#) as well. What colors do you see? What medium is she using? Is her work opaque or transparent? Are her compositions repetitive? They use some of the same compositional tools as White Hawk but how are they different?

Other non-MN artists to reference. [Katharina Fritsch is](#) a German artist and sculptor. She made the Blue Rooster in the Walker outdoor sculpture park. How could you describe her color use? Monochromatic? Polychromatic?

Materials:

- Watercolor paper, or other paper designed to hold paint have at least 3-4 sheets per student. (matt board “drops” the center the framer cuts out can sometimes be used, edges can be sharp be careful) Poster Board can work, scraps of printmaking paper or other heavy duty art paper will work
- Tempera, watercolor or (if HS) Acrylic paint
- Paintbrushes
- Aprons/shirts to protect clothes
- [Palettes](#), paper plates or other surface that can be used to mix paint and not get soggy
- Paper towel or rags

Production: Start with 9 x 12 sheets of paper that can sustain an tempers/acrylic paint. Make first painting focusing on width of line and analogous colors. Have tables of students share their work and talk about what they thought was the best part of the piece. Put paintings on the drying rack. (the works will be saved and repurposed in another lesson) Make another painting. Continue for 4-5 paintings. Focus on color combos, tints, analogous, complimentary, experimental. Combine color challenge with composition challenge. Asymmetrical with complimentary etc.

How to adapt this one lesson to different grade levels:

K: Focus on getting vocabulary in use. Encourage students to explain choices in color as a part of a personal preference, or aesthetic.

1: Adapt to this grade by starting class with students identifying the prompts for how they will execute the paintings. With what combinations and color ideas will they make the work? Discuss why art needs to be presented for critique and how it needs to be finished and neat-clean up tools around works before engaging in critique discussion

2: Follow 1st grade prompt. Have students work collaboratively-as the entire class coming up with prompts. May also have students work as partners. Have students discuss together which prompts they will follow

3: Discuss MN artists before and after the prompt. What changed after trying compositions based on lines and color?

4: Prompt students to use lines to create an object-something representational and then just use lines to make a composition that is not representational. In critique discuss how that makes a work different or does it?

5: When discussing the MN artists discuss appropriation. This benchmark is specific to computer science but very applicable to all art. When an artist makes a work it is automatically their work, it is copyrighted. Another artist can use the work to learn but it is appropriating if you copy the patterns or style, even color of an artist's work. This is a [good parameter](#). Have the students discuss how some influencers on instagram use other less famous artists (dance, singing etc.) and post on their feed as "original" and do not credit the original maker? Is that OK? How does money change the conversation?

Critique: With last paintings, leave them on the desk and have students walk around to look at the work and ask in terms of success, needs work, complimentary, design elements used etc. (Not just good/bad, pretty/not)

Aesthetics: Where might we see work like this? Would this be decorative in some circumstances? **More advanced groups discuss the difference between decorative art and academic art. Where is decorative art usually seen? Do different places in your city have different aesthetics? The school looks one way, a library another, a restaurant another. Discuss how there are similarities with aesthetics. Discuss how aesthetics helps define personal choices.

Minnesota State Standards:

K Strand Anchor Standard Benchmark

5.0.2.3.1	5. Visual Arts	0	2. Create	3. Create original artistic work.	1. Create <i>art</i> that communicates an idea using <i>artistic foundations</i> .
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5.0.4.8.2	5. Visual Arts	0	4. Respond	8. Evaluate artistic work by applying criteria.	2. Select and explain reasons for <i>personal preference</i> .
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1

5.1.2.2.1	5. Visual Arts	1	2. Create	2. Generate and develop original artistic ideas.	1. Identify multiple ideas for an artistic prompt.
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5.1.3.5.1	5. Visual Arts	1	3. Present	5. Develop and refine artistic techniques and work for presentation.	1. Identify why <i>artwork</i> should be prepared for presentation.
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2

5.2.2.2.1	5. Visual Arts	2	2. Create	2. Generate and develop original artistic ideas.	1. Collaboratively share ideas for an artistic prompt.
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5.2.4.8.2	5. Visual Arts	2	4. Respond	8. Evaluate artistic work by applying criteria.	2. Use art vocabulary to express preferences about <i>artwork</i> .
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3

5.3.4.7.1	5. Visual Arts	3	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Respond to a work of <i>art</i> before and after working in a similar <i>media</i> .
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5.4.2.3.1	5. Visual Arts	4	2. Create	3. Create original artistic work.	1. Create <i>art</i> that is representational and non-representational using <i>artistic foundations</i> . <i>For example. Naturalism and abstraction.</i>
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5

5.5.2.3.2	5. Visual Arts	5	2. Create	3. Create original artistic work.	2. Explain the <i>ethical responsibility</i> of <i>appropriation</i> in artmaking.**
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