

Foundations of Color and Composition

6) Utilize all of the lessons and create a new piece-including texture, negative space, composition, color etc.

Oral Assessment: Touch on all of the last 5 lessons assessments. Line, shape, color, texture and finally space. Have students explain what negative space is. Have the students describe how they can use space to create a composition. Make shape with hands, the space around the fingers defines space, the space where there is nothing is now a space.

Vocabulary: Positive space, Negative space, background, foreground

History:

MN Artists: Sophia Chai, makes mixed media multi textural pieces and then photographs them, look at them [here](#), she also adds color to some of the photographs, like this [one](#). The layers of images can distort time and make you question what you are seeing. How does the addition of color change the pieces? Leslie Barlow makes portraits but sometimes she leaves details out and just uses line and texture as background.

Look at this [series](#) How does the lack of color translate?

Outside MN: Georgia O'Keefe [Collections](#) for using a small object in a large space to create visual weight or drama. Swoon, [SWOON](#) a street artist uses actual cut outs in paper to create negative space that is just as interesting. Can you place the horizon line in different places in your piece in order to achieve a sense of distance?

Production: On 9 x 12 pieces of white paper or colored paper. The mediums used in last lessons should be available. Provide the texture experiments and any other leftover composition assignments. Allow the students to pick and choose, cut and paste to make a new piece from all the ideas that they have learned from the unit.

How to adapt this lesson to all grades:

K: What ideas are the students thinking about? What do they want the piece to express?

1: Have each student write down at least two ideas about how they will make their piece. What parameters or prompts will they use to make the art?

- 2: Have a table full of students work together on prompts for how to make the piece. Color ideas, negative space etc.
- 3: Evaluate one's own artwork by using criteria from past lessons. Look again at examples of artists from Mn and outside of MN to evaluate and compare and contrast works.
- 4: Use the outdoor aesthetic to build an artwork. Can use a theme of leaves, or landscape. Use colors that might not be used in these instances. Focus more on natural or organic shape decisions.
- 5: This finished piece will go in the student's portfolio to be graded. Why is this piece going into the portfolio? What is a portfolio and why does it matter? Who uses them? Who looks at them? When does a portfolio need to be digital? When making a digital portfolio, what matters with lighting, framing etc.?

Critique: Ask students to point to the most successful idea in the work. Help students use correct terms for their piece, medium, name of compositional style, color combinations etc. Which ideas really mattered to them? What colors did they choose and why? Have they realized a preference for this kind of composition? Where is the foreground? Background? Positive and negative space areas?

Aesthetics: What other mediums focus on negative space? What other uses can you think of that negative space would be helpful? (less weight etc.)

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> .
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.
2						
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> .
3						
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.
3						
5.3.4.8.2	5. Visual Arts	3	4. Respond		8. Evaluate artistic work by applying criteria.	2. Evaluate an <i>artwork</i> based on a variety of <i>established criteria</i> , including <i>artistic foundations</i> .
4						
5.4.4.7.1	5. Visual Arts	4	4. Respond		7. Analyze and construct interpretations of artistic work.	1. Describe <i>aesthetic characteristics</i> of the natural world and <i>constructed environments</i> .
5						
5.5.3.6.1	5. Visual Arts	5	3. Present		6. Make artistic choices in order to convey meaning through presentation.	1. Identify and describe the choices an artist makes when assembling a presentation or a <i>portfolio</i> . <i>For example: Physical vs. digital formats.**</i>

