

# UbD/DI Unit: Foundations of Color and Composition

## Stage 1 - Desired Results

### Established Goal(s):

Students will be able to execute and describe a successful 2-D composition using a combination of line, shape, color, texture and space.

Students will recognize primary, secondary and tertiary colors on the color wheel.

Students will be able to describe their art and the art work of others with appropriate vocabulary specific to art criticism.

### Understanding(s):

*Students will understand that . . .*

A successful composition is part of what is compelling about an artwork.

Successful compositions achieve balance by using a combination of line, shape, color, texture and space.

Students will recognize successful compositions and be able to articulate why they are or are not successful.

### Essential Question(s):

Where is my eye initially drawn and why?

What could this piece have that would lend more interest?

How do I feel about this work?

How does this work make me feel?

Could I edit anything to make the piece stronger?

Could I add anything to make the piece stronger?

Am I finished?

### Knowledge

*Students will know . . .*

The Color wheel: primary, secondary colors and tertiary colors. How to make a shade or tint

The five main components of composition. Line, shape, color, texture and space.

Recognize successful and unsuccessful examples of composition.

Recognize one or more artists by their work

Vocabulary that is specific to art critique and production

### Skill

*Students will be able to . . .*

Make successful compositions; one each based on line, shape, color, texture and space.

Students will be able to make compositions using two or more of the components.

Students will be able to name the primary colors and mix them with secondary colors to achieve tertiary colors.

Discuss the composition of their own art and others artwork

## Stage 2 - Assessment Evidence

### Performance Task(s):

Mix primary colors to make secondary colors. Mix secondary colors with each other to make tertiary colors. Learn to use, hold and clean a paintbrush.

Use strips of paper cut in varying thicknesses to design a composition. Use cut outs of shapes to make a composition.

Cut out small pieces of paper to show negative space. Put pieces together in a way that shows negative space. Crumple or fold paper to show texture.

### Other Evidence:

Students will be able to critique their piece and explain what elements they are using successfully or unsuccessfully. Students will be able to transfer their knowledge of compositions to other student pieces in a class critique. The students will be able to use appropriate terms for their work: including composition, negative space, medium, components, balance, primary, secondary and tertiary colors.

Students will look at age appropriate historical art pieces and discuss the compositional rules at work.

## Stage 3 - Learning Plan

Learning Activities: Generally each lesson will be one class. That can be modified during the unit if there are places the students move faster or slower-or particular classes comprehend at different levels or have a desire to go more in depth in certain areas pertaining to composition.