**Class:** Pre-AP Art

**Unit:** Grid/Color Theory

**Teacher:** Melvin

**Dates:** 11/4 -12/5

**Objectives:** Students will create a color wheel using only 3 primary colors. Then create final work based off of a selected image with correct proportions and color matching.

**Standards:** 2B, 2C, 3B

**Anticipatory Set:** Arist Critique of an image using color theory complimentary colors and the contrast of lights and darks.

**Input**

While this artwork is not college preparatory material (colleges do not care if students can direct copy an image) the technique is the Houston Rodeo winner technique.

Valuable information still included in this assignment involves how to achieve correct proportions and the importance of color theory.

Mixing opposite colors on the color wheel create neutral or dulled down colors.

**Modeling**

Show students how to create the layout for the color wheel

Show techniques of pencil work, 1 layer 1 direction solid fill, if you have spaces turn the angle and draw another layer to fill in those spaces

Show student work examples, step by step expectations

Examples of good image selections

Show examples of color matching how to achieve certain colors

Examples shown on line drawing how to ensure proportions are correct (loop with mathematics)

**Checking for Understanding/Guided Practice:**

Students are expected to show the color wheel prior to image selection

Students are expected to show color matching prior to line drawing

Students are expect to show line drawing prior to filling in

This is a step by step scaffold-ed assignment

11/4- Intro to color theory/ Color wheel layout

11/6- Instruction on pencil techniques (reteach from drawing unit) Color Wheel

11/10- Color wheel day #2

11/12- Image Selection

11/14- Color Matching

11/18- Color Matching

11/20- Line Drawing

11/24- Line Drawing

11/26- Line Drawing

12/1- Adding color matching into dedicated line segments

12/3- Finishing touches

12/5- Due date completed artwork graded on correct color matching, line drawing/proportions, and craftsmanship/time used.

**Questioning Strategies**

What color on the color wheel is this closest to?

What colors do you see in that brown?

How do you dull down a color?

Where does this line intersect the grid at?

About what percentage across is this?

**Accommodations:** Extra time given as needed, reduced assignment as needed.

Assignment broke down to grid and fine motor for some.

**Challenges:** Students achieving an 85% or higher are invited to a pizza critique where they look at other students works like their own and analyze, interpret, and evaluate each other’s works.

High level conversation, suggestions, and evaluations are involved. Like a collaboration of the great minds.

Direct quotes from this critique:

 “How is it that you got such a good skin tone using the colors?! Can you show me how to do it.” “You should go back into that and add more green to it I think—but test it out on your color matching first, that’s what I messed up on mine with.”

**Closure:**

Students fill out a self-evaluation of their own drawing.