



Grade 5 - Unit 2 - Oaxacan Color Schemes

Unit Focus

In this unit, students will learn about color theory and how to develop a color scheme that works to convey personal choices as well as cultural connections. They will apply their knowledge to creating a scheme which reflects not only the artistic precepts typical of Oaxacan Alebrijes, but the personal creative preferences of the artist. Students will learn by experimenting with a variety of color combinations and patterns in graphite and colored pencils in order to develop a series of possible schemes, ultimately choosing the most successful to apply to their sculpture.

Stage 1: Desired Results

Established Goals	Transfer	
Standards National Core Arts Standards <i>Visual Arts: 5</i> Relate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (VA:Cn11.1.5) Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. (VA:Cn11.1.5.a) Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.5) Combine ideas to generate an innovative idea for art-making. (VA:Cr1.1.5.a) Perceive: Perceive and analyze artistic work. (VA:Re7.1.5) Identify and analyze cultural associations suggested by visual imagery. (VA:Re7.2.5.a) Analyze: Interpret intent and meaning in artistic work. (VA:Re8.1.5) Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. (VA:Re8.1.5.a) Other Goals	<i>Students will be able to independently use their learning to...</i> T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Examine a topic or genre to better understand a piece of art or artist in relation to time and place T3 Capture the feeling or emotional response which an artistic piece elicits T4 Engage in critique to inform next steps or deepen examination of an artistic work	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists' creative choices are influenced by their expertise, context, and expressive intent. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U3 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.	<i>Students will keep considering...</i> Q1 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next? Q2 How does knowing more about the topic change or deepen my understanding? Q3 How do I show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work? Q4 K-3: What does quality look/feel/sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece?

Stage 1: Desired Results		
<p>Madison Public Schools Profile of a Graduate</p> <p>Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG.2.1)</p> <p>Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)</p>	Acquisition	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Colors and shapes can communicate purpose.</p> <p>K2 Artists continually reflect on and refine their product during the creative process.</p> <p>K3 Different cultures create distinct and unique artistic products</p> <p>K4 Vocabulary: Color Scheme, Complimentary Colors, Analogous Colors, Value, Pattern</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Selecting colors and patterns to communicate purpose</p> <p>S2 Identifying themes and aspects of art from different cultures and styles</p> <p>S3 Practicing good craftsmanship</p> <p>S4 Assessing a work in progress in order to refine and develop the final product.</p>