|  |  |  |
| --- | --- | --- |
| **Course: 2D Media** | **Unit of Study: Color Theory** | **Instructor: Heather Sulzen** |

|  |  |
| --- | --- |
| **Objective:** (I Can Statement(s)): I can paint three different compositions using three different painting techniques/styles; monochromatic, hard edge and Fauvism.  \*\*\*I can use technology as a resource in creating my compositions. | **Date(s): October 2018** |
| **Standard(s) from DESE:**  Select and use paint expressively (hard edge, soft edge, painterly brush strokes), Mix tempera/acrylic paints to match observed hues, Create or modify an image using art software, Identify and use color the- ory including color value, and color schemes (analogous, monochromatic, and complementary), Explain how historical events and social ideas are reflected in artworks from selected cultures or his- torical time periods. | |
| **Essential Question(s)**  How can color be used in paintings in different ways to create different effects and moods? | |
| **Academic Vocabulary: Photoshop, Filter, Acrylic, Monochromatic, Picasso, Guernica, Cubism, Hard Edge, Fauvism** | **Cross Curricular Connection: Social Studies** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Workshop Model – Warm-up/Opening**   * Show Picasso’s painting, Guernica, and ask students to discuss what is happening with their shoulder partner | **Time**  **5 min.** |  | **Materials:**   * Acrylic paint * Bristol paper * Photoshop * Cameras * Paint brushes * Palette knives * Sketchbooks | Choose an item.  Choose an item.  Choose an item. |
| **Workshop Model - Mini-Lesson with Modeling**  *Teacher gives the “what” and the “how” for students to do the work during work time*   * Students take notes about Guernica in their sketchbook. I explain how they will be doing a monochromatic painting as the first of three color studies. | **Time**  **10 min.** |
| **Workshop Model – Student Work Time**  *Students read, write, think, talk and problem solve to get smarter about the content and learning targets*   * Students select 2 objects for their painting. They photograph the two objects three times, zooming in each time. Students use their laptop, cell phone or borrow my phone/camera to take their pictures. Photos are uploaded to their laptops. After being given a Photoshop tutorial students alter their first two photographs in photoshop. Students draw and paint the first two color studies as observed in their Photoshopped photos. Students then took notes using their laptop and a provided link with questions about Fauvism. Student draw and paint the third painting using unnatural and expressive colors. | **Time**  **2-3 days per painting** |
| **Workshop Model – Debrief**   * Class Critique- I play music to get students moving around the room, when the music stops they have to sit in front of someone’s work. I gave specific questions for students to answer about their peer’s artwork.   **Assessment –** Reflection questions are answerd in student sketchbooks about the process. Artworks are turned in along with the student reflections  **Homework –**   * Students can work on this at home if they need more time | **Time**  **10 min.** |  | |

Choose an item.