

**Teacher: Roselie Bongiovi**  
**Lesson Title: Value and Color Wheel**  
**Grade/Subject: 6th Grade Visual Art**

**Central focus:**

Students will understand how to build tone and create color by completing 4 value scales and one 12 color color wheel that is composed of primary, secondary and tertiary colors. Using graphite pencils, students will complete values going from dark to light by learning and using blending, hatching, and cross hatching shading techniques. Then, using a medium of their choice such as acrylic paint or colored pencil, students will complete a 12 color color wheel by blending/mixing only primary colors.

**Content/Common Core Standard(s):**

**NYSCCS #1- Creating, performing, and participating in the arts:**

**Anchor Standard 2 Organize and develop artistic ideas and work.**

**VA:Cr2.1.6 :a. Demonstrate openness in trying new ideas, materials, methods, and artmaking approaches in making works of art and design.**

Students will create 4 value scales along with a 12 color color wheel composed of primary, secondary, and tertiary colors, by mixing only the primary colors of varying mediums such as acrylic paint or colored pencil.

**NYSCCS #2- Knowing and using art materials and resources:**

**Anchor Standard 4 Select, analyze and interpret artistic work for presentation.**

**VA:Pr4.1.6**

**Analyze the similarities and differences associated with preserving artwork and presenting two-dimensional, three-dimensional, and digital art.**

Through the completion of value scales and a 12 set color wheel, students will be able to analyze how the depth and color of a piece is created, and will continue to use these skills for future projects.

**NYSCCS #3- Responding to and analyzing works of art:**

**Anchor Standard 7 Perceive and analyze artistic work.**

**VA:Re7.2.6**

**Analyze ways that visual components and cultural associations suggested by images influence ideas emotions and actions.**

Students will view and analyze how color and shading are manipulated to demonstrate the themes and emotions of an artwork through popular media such as comic panels.

**NYSCCS #4- Understanding the cultural dimensions and contributions of the arts:**

**Anchor Standard 10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**

**VA:Cn10.1.6**

**Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making.**

Students will use new vocabulary such as depth, blending, and mixing, to describe how shades and color are produced both while following teacher demonstration and completing their own value scales and color wheel.

**Learning Objectives**

**Content Objectives:** Students will learn value scales and how to mix secondary and tertiary colors by watching a live instruction and completing their own value and color wheel worksheet. Value and color-producing skills will set up the foundation of art creation for future projects.

**Process/Skill Objectives:** Through watching live instruction from the teacher, students learn shading skills by blending, hatching, and cross hatching and color mixing skills to be able to complete and begin the transfer and shading process of their provided worksheets.

### **Academic Language:**

#### **Vocabulary:**

- Mixing
- Primary Color
- Secondary Color
- Hatching
- Cross Hatching
- Shading
- Pressure
- Value
- Blending
- Transfer
- Depth

### **Monitoring Student Learning: Formal & Informal Assessments prior to, during & after learning**

**Description of assessment:** Students will be assessed on their ability to follow demonstration and complete the worksheet given to them using their desired medium. Students will be assessed on their accurate completion of the worksheet as per instruction.

**What is being assessed:** Students will need to produce an accurate completion of 4 value scales and a color wheel that establishes primary, secondary, and tertiary colors.

**Assessment accommodations:** Students will be assessed in accordance with the IEP/504 plans. Live instruction will be paced to give students an opportunity to not feel overwhelmed by excess information and creation period will provide an opportunity for individual instruction from the teacher to help alleviate student stress.

• **Presentation Accommodations:** Students will be given priority seating in accordance with their IEP and 504 plans. Live instruction will be projected onto SMART Board to enlarge the demonstration to ensure it is visible. Close proximity to the presentation is beneficial for the live demonstration for those with visual/auditory impairment and behavioral issues.

• **Response Accommodations:** Students will be provided with repeated instructions, as well as pauses to check for understanding during the live demonstration. Individual checks will be conducted during the creation period of this lesson.

• **Setting Accommodations:** During live instruction students who may have visual or auditory impairments will be given priority seating and sit close to the instructor. During the creation period, students will be grouped by behavioral/language needs and choice of medium.

### **Feedback**

#### **Type of feedback that will be given to students:**

Teacher feedback should focus on student effort for the completion of this worksheet.

#### **What students will do with the feedback:**

Students will correct their pacing, if able, and adjust values based on the suggestion of the teacher. The ability to correctly produce the desired value will transfer into future drawing/painting projects.

**Instructional Resources and Materials:**

- Colored pencils
- 2B graphite pencils
- Tempura paint - Primary Colors
- Acrylic Paint - Primary Colors
- Bristol Paper
- Push Pins
- Worksheet
- Palette Paper
- Cardboard

**Connection to prior academic learning and requisite skills:**

This is an introductory lesson to the production of value and color, so no pre-requisite skills are required to conduct this lesson.

**Connections to cultural/personal/community assets:**

Color and value are integral aspects of art making and are very closely tied to cultural art as color is often used to symbolize themes and convey emotion, and values are often used to present the tone of artwork.

**Instructional Strategies & Learning Tasks that support diverse student needs**

**Motivation:**

The creation of values and color are the foundation of creating an artwork. Learning these skills and creating a connection to future lessons & common artworks will motivate students to complete their worksheets. Students will also be shown the connection between these techniques and popular media, such as comics, cartoons, manga, etc..., so that they will be motivated to recreate these techniques while completing their value scales and color wheel.

**Procedure:**

Time	Teacher Action (include higher order thinking questions, grouping strategies)	Student Action
5min	Place do now upon the board. Prepare materials for live instruction.	Students will complete Do Now.
5 mins	Display, distribute, and discuss the assignment for the day.	Distribute worksheet
10 mins	Demonstrate shading and color wheel activity, using lesson-specific vocabulary to describe what is being done for this activity. Allow pauses for questions and check for understanding through visual and verbal cues.	Students will actively participate in the demonstration by engaging with teacher questions. Students will also be given the opportunity to ask questions for clarification.

20 mins	Circulate the classroom & observe completion of student worksheets. Observe pacing of student work and make self available for continued questions & assistance to student creation.	Begin work on the worksheet by gathering materials, transferring the format, and shading, following the demonstration provided by teacher.
5 mins	Instruct students to clean their work areas and discuss worksheet using new vocabulary to reinforce vocabulary.	Students will clean up their materials and participate in discussion.

**Closure:** This lesson will end with a discussion on the continuation and completion of the worksheet that reinforces the use of new vocabulary.

**How students will reflect on their own learning:**

With the completion of value ranges and the color wheel, students will be able to experiment with creating value with color, and creating depth in their future work.

**Accommodation/Modification based on IEP or 504 plans:**

**Students with Disabilities**

- Accommodations will specifically address the needs outlined in each student's IEP
- A student with limited dexterity/motor skills might need hands-on assistance cutting cardboard or be provided with pre-cut cardboard.

**English Language Learners**

- Make sure I have bilingual IMAGE + word posters/reference charts hanging in the classroom
- Include phonetic spelling for words
- ELLs will be paired with bilingual students who speak native language if applicable

**Differentiation strategies:**

Differentiation strategies for students will include the ability to choose between different mediums to complete their own color wheels, a secondary transfer strategy (using charcoal instead of pushpins) to accommodate those with limited motor skills, and presenting value and color on a blank piece of paper and show understanding by labeling the techniques used and color created rather than filling the small boxes on the worksheet provided.

**Technology integration to support learning:**

Smart boards will be used for presentation and video tutorials will be used to further student learning.