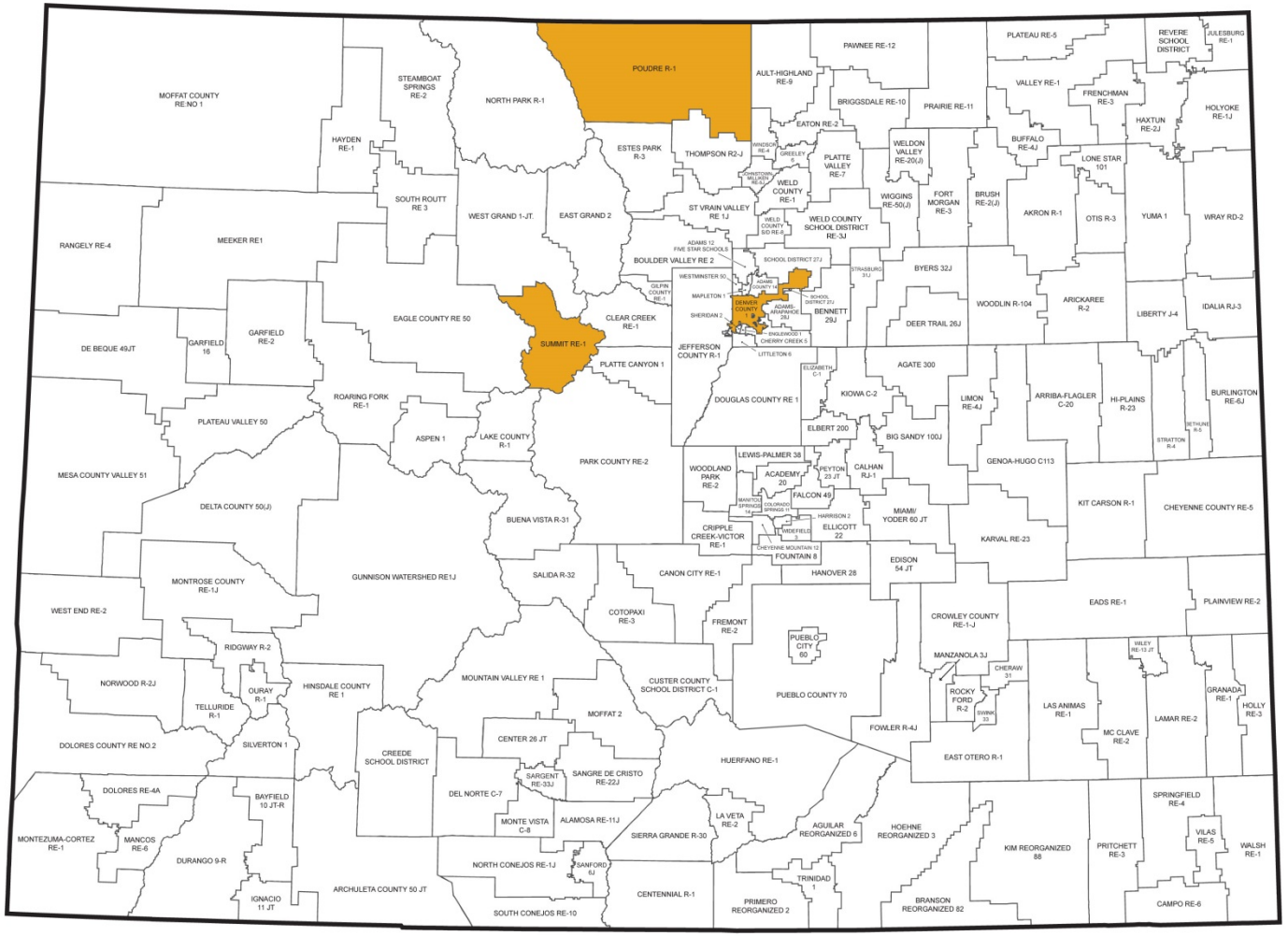
Colorado Teacher-Authored Instructional Unit Sample

Visual Arts
High School

Unit Title: The Cultural Impact of Color

Painting



Colorado's District Sample Curriculum Project

INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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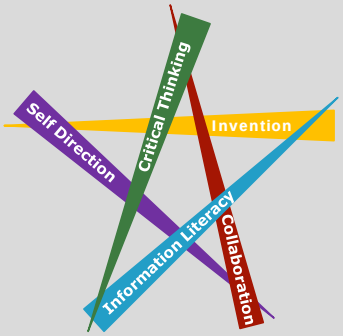
Colorado Teacher-Authored Sample Instructional Unit

Content Area	Visual Arts	**Grade Level**	High School
Course Name/Course Code	Painting		

Standard	Grade Level Expectations (GLE)	GLE Code
1. Observe and Learn to **Comprehend**	1. Visual art has inherent characteristics and expressive features	VA09-GR.HS-S.1-GLE.1
	2. Historical and cultural context are found in visual art	VA09-GR.HS-S.1-GLE.2
	3. Art and design have purpose and function	VA09-GR.HS-S.1-GLE.3
2. Envision and Critique to **Reflect**	1. Reflective strategies are used to understand the creative process	VA09-GR.HS-S.2-GLE.1
	2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes	VA09-GR.HS-S.2-GLE.2
	3. Interpretation is a means for understanding and evaluating works of art	VA09-GR.HS-S.2-GLE.3
3. Invent and Discover to **Create**	1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas	VA09-GR.HS-S.3-GLE.1
	2. Assess and produce art with various materials and methods	VA09-GR.HS-S.3-GLE.2
	3. Make judgments from visual messages	VA09-GR.HS-S.3-GLE.3
4. Relate and Connect to **Transfer**	1. The work of art scholars impacts how art is viewed today	VA09-GR.HS-S.4-GLE.1
	2. Communication through advanced visual methods is a necessary skill in everyday life	VA09-GR.HS-S.4-GLE.2
	3. Art is a lifelong endeavor	VA09-GR.HS-S.4-GLE.3

Colorado 21st Century Skills



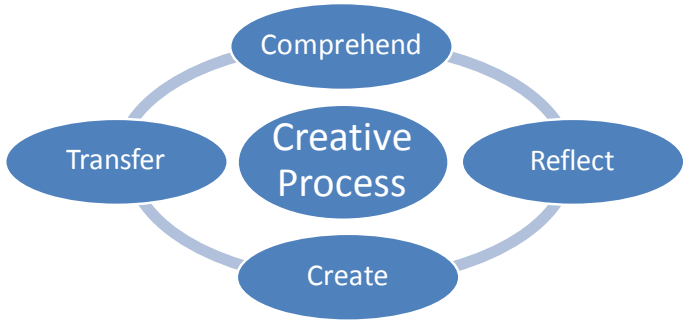
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The Cultural Impact of Color	Instructor Choice	Instructor Choice

Unit Title	The Cultural Impact of Color		**Length of Unit**	Instructor Choice
Focusing Lens(es)	Intention	**Standards and Grade Level Expectations Addressed in this Unit**	VA09-GR.HS-S.1-GLE.1, VA09-GR.HS-S.1-GLE.2, VA09-GR.HS-S.1-GLE.3 VA09-GR.HS-S.2-GLE.1, VA09-GR.HS-S.2-GLE.2, VA09-GR.HS-S.2-GLE.3 VA09-GR.HS-S.3-GLE.1, VA09-GR.HS-S.3-GLE.2, VA09-GR.HS-S.3-GLE.3 VA09-GR.HS-S.4-GLE.1, VA09-GR.HS-S.4-GLE.2, VA09-GR.HS-S.4-GLE.3		
Inquiry Questions (Engaging-Debatable):	• How do cultures use color to convey meaning in traditional/contemporary rituals, celebrations, and daily lives? (VA09-Gr.HS- S.1-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1-EO.a,b) • How would the artist consider color choice in their artwork if the intent is to effect the viewer's emotions? • What processes guide an artist's decisions when considering the use of color to depict tension or conflict? • How can understanding the artist's inspiration tell us more about the culture and how it's expressed through color?			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Characteristics and Expressive Features, Culture, Expression / Emotion, Tradition, Style, Investigate, Relationships / Interaction, Inspiration, Tension / Conflict, Intent, Color, Choices			

Generalizations **My students will Understand that…**	**Guiding Questions** **Factual**	**Conceptual**
Color in artwork expresses emotion to convey an artist's personal style. (VA09-Gr.HS- S.1-GLE.1,2,3) and VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)	What does an artist need to know about cool and warm colors in relation to expressing emotion?	Should color influence the creation of contemporary designs of products and fashion? Explain. Does product design unconsciously determine viewer (consumer) choice? Defend your response.
Cultural traditions inform how artists investigate color. (VA09-Gr.HS- S.1-GLE.1,2,3) and VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)	What techniques can an artist use with color to emphasize patterns significant to a culture?	How can Interpreting color in visual arts provide the ability to understand the artist intent, style, and cultural traditions?
Investigating the characteristics and expressive features of art inform the choices an artist can make to communicate intent (VA09-Gr.HS- S.1-GLE.1,2,3) and VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)	How would the choice of color create movement, rhythm, and contrast in artwork?	How important is it to identify specific characteristics and expressive features of art when analyzing color within the context of culture? Can an artist/designer effectively use color in a way counter to cultural expectations?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• The foundation of color theory such as; primary, secondary, tertiary, hue, tint, shade, complimentary, contrast, etc. (VA09-Gr.HS-S.1-GLE.1,2) and (VA09-Gr.HS- S.2-GLE.2) • How color is used expressively to convey meaning and intent (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.1-EO.b) • How color has been used by various artists and cultures, historically and culturally (Michelangelo Merisi da Caravaggio: known for chiaroscuro; Vincent Willem van Gogh: known for rough, emotional beauty and impasto; Aarti Wa Njoroge: contemporary African artist; José Clemente Orozco: Mexican social realist painter, and known for murals; Frida Kahlo de Rivera: Mexican painter, known for her self-portraits; Diego Rivera: known for works in fresco; Nguyễn Thị Châu Giang: contemporary female Vietnamese artist, known for visual narratives in traditional silk paintings; Faith Ringgold: African American artist, known for painting, quilts, storytelling, books (VA09-Gr.HS-S.1-GLE.1,2,.3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and 9 VA09-Gr.HS-S.4-GLE.1-EO.b) • Characteristics and expressive features of color (i.e., movement, rhythm, contrast, etc. (VA09-Gr.HS-S.1-GLE.1,2) and 9 VA09-Gr.HS- S.2-GLE.2-EO.b) • Techniques to complete a painting that demonstrates knowledge of color choice that reflect cultural inspiration (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.1-EO.b)	• Understand and apply the mixing of color (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (;VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1-EO.b) • Demonstrate a variety of techniques when applying (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (;VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1-EO.b) • Describe how color choices convey the artist's intentions (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.1-EO.b) • Convey a personal understanding of color and style in their artwork (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.1-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Through the understanding and use of color, artists can create artwork that conveys culture and style.*
Academic Vocabulary:	Primary, secondary, tertiary, hue, tint, shade, complimentary, warm, cool, contrast, rhythm, movement, technique, culture, expression, emotion, tradition, style, investigate, relationships, interaction, inspiration, intention, tension, conflict
Technical Vocabulary:	Characteristics and expressive features of art, chiaroscuro, fresco

Unit Description:	In this unit students will explore their own heritage/ culture and the ways that color can impact a piece of artwork. Students will gain an understanding of how artists use color and expressive characteristics and expressive features such as culture, expression/emotion, tradition, style, investigate, relationships/ interaction, inspiration, tension/conflict, intent in their own artwork.
Considerations:	This unit would be best used with students who have a basic understanding of basic color theory and landscape and portrait drawing techniques.
Unit Generalizations	
Key Generalization:	Color in an artwork expresses emotion to convey an artist's personal style.
Supporting Generalizations:	Cultural traditions inform how artist investigate color.
	Investigating the characteristics and expressive features of art inform the choices an artist can make to communicate intent.

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Artists draw from their personal heritage, cultures, and traditions to create works of art that reflect their individual and cultural identity.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are an artist that saw a recent episode to a reality show where celebrities trace the steps of their ancestors. You are interested in exploring your heritage and only know a few details about your background from your family's recollections. After investigating your family history you decide to create a "family relic" in the form of a painting that represents their own personal culture and uses color as an expressive element.
Product/Evidence: (Expected product from students)	Students will investigate their ancestry, create color swatches, work on sketches of important artifact, practice portrait, landscape and still life sketches, and create a painting that uses color to convey their own personal style.
Differentiation: (Multiple modes for student expression)	Students may: • Choose different materials • Choose their own artifacts • Work digitally (ArtRage or Photoshop)

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	**Fiction**
N/A	*Tar Beach* – Faith Ringgold

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/ work like an artist – use expressive features and characteristics of Fauvist painters.	Teacher Resources:	*Making Art: Form and Meaning* – Terry Barrett *Talking About Student Art* – Terry Barrett *Studio thinking 2: The real benefits of visual arts education*- L. Hetland, E. Winner, S. Veenema,

				& K. Sheridan
			Student Resources:	Sketchbooks, journals, process planning and artworks, completed art works and critiques/ artist statements
	Skills:	Analyze and synthesize ideas, as well as knowledge of materials and process, to conceptualize about the creative process in designing a piece of art.	Assessment:	Throughout the unit students will use sketchbooks and journals to analyze and interpret different materials, techniques, artist, and ideas.
2.	Description:	Think/work like an artist using symbols; effectively applying them to observational drawing.	Teacher Resources:	N/A
			Student Resources:	Sketchbooks, journal, process planning and art works, completed art work and critiques
	Skills:	Sketchbooks, journal, process planning and art works, completed art work and critiques	Assessment:	Throughout the unit students will create art works using drawing media, techniques and process to express original ideas and use journaling and sketchbooks to inform their decisions in the art making process.

Prior Knowledge and Experiences

This unit would be best used with students who have a basic understanding of basic color theory and landscape and portrait drawing techniques.

Learning Experiences # 1 – 8
Instructional Timeframe: Teacher's Discretion

Learning Experience # 1

The teacher may present a variety of resources tracing family ancestry (such as celebrities on *Finding your Roots*) so that students can explain how people's background can be researched to discover personal histories.

Generalization Connection(s):	Cultural Traditions inform how artists investigate subject, form and color in art.
Teacher Resources:	PBS series *Finding Your Roots* http://www.pbslearningmedia.org/resource/94b4b5d8-573d-4c0a-a5f8-d09d6579e68d/finding-your-roots-in-the-digital-age-webinar/ PBS series *Craft in America, Faith Ringgold* http://www.craftinamerica.org/shorts/faith-ringgold-on-process-of-creating-tar-beach/
Student Resources:	N/A

Assessment:	Student will respond to the video clips and reflect on what they already know about their family.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Various types of peer sharing	Student will chose one area of family history (parent, aunt, uncle, grandparent etc.) to explore.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may use detailed responses and reflections.
Critical Content:	• Inherent characteristics and expressive features can be used to convey personal and universal histories	
Key Skills:	• Explain how artists use artistic techniques to convey artistic intent	
Critical Language:	Ancestry, heritage, culture, expression, emotion, tradition, investigate, relationships, interaction, inspiration, tension, conflict, intent, choices	

Learning Experience # 2		
The teacher may share the components designing a family lineage so that students can list the components to gather necessary information to create a family history.		
Generalization Connection(s):	Cultural Traditions inform how artists investigate subject, form and color in art.	
Teacher Resources:	PBS series: http://www.pbslearningmedia.org/resource/94b4b5d8-573d-4c0a-a5f8-d09d6579e68d/finding-your-roots-in-the-digital-age-webinar/	
Student Resources:	PBS: trace your family history: http://www.pbs.org/wnet/facesofamerica/resources/trace-your-family-history/32/	
Assessment:	Sketchbooks, notes, graphic organizers, or list of what students discover in their research	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Peer sharing, parent or other family member support	Stories from the family member students may have chosen to research.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may go back in family history multiple generations.
Critical Content:	• Inherent characteristics and expressive features can be used to convey personal and universal histories	

Key Skills:	• Explain how artists use artistic techniques to convey artistic intent
Critical Language:	Ancestry, heritage, culture, expression, emotion, tradition, style, investigate, relationships, interaction, inspiration, choices

Learning Experience # 3		
The teacher may show an example of different family trees so that student can depict their own heritage using their own gathered information.		
Generalization Connection(s):	The past can impact the present.	
Teacher Resources:	http://www.familytreetemplates.net/, http://www.ancestry.com/download/charts, http://thebestdecor.com/278315-start-here-to-turn-your-family-tree-into-a-work-of-art http://www.ancestors-unknown.org/category/program/ Painting of a family tree by Frida Kahlo: http://www.fridakahlofans.com/c0160.html	
Student Resources:	Online images of artist's family tree: http://www.fridakahlofans.com/c0160.html Try to find pictures and photographs of family members	
Assessment:	Artwork of a family tree going back three or more generations	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• Inherent characteristics and expressive features can be used to convey personal and universal histories	
Key Skills:	• Explain how artists use artistic techniques to convey artistic intent	
Critical Language:	Family tree, culture, expression, emotion, tradition, style, investigate, relationships, interaction, inspiration, choices	

Learning Experience # 4	
The teacher may share the heritage of color and use resources such as "Color" by Victoria Finlay, so that students can begin to explain and identify how color can send a specific message in a work of art.	
Generalization Connection(s):	Color in artwork expresses emotion to convey an artist's personal style.
Teacher Resources:	http://www.avillion.org/PDF/Learning_Through_Color.pdf (*Color* - Victoria Finlay) *Fauvism - New Possibilities for Color in Art*:http://www.artyfactory.com/art_appreciation/art_movements/fauvism.htm *The Reign of Color - Jean-Louise Ferrier*:http://www.artyfactory.com/art_appreciation/art_movements/fauvism.htm

Student Resources:	Scholastic Art magazine: *Henri Matisse, Working with Color* January 2015 Classroom, and schools media center resource books	
Assessment:	Research of color in sketchbooks, both written (description of color choices and emotion student may think or feel) and visual exploration of color and possible color choices for final artwork. Written explanation color relating to students personal heritage.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Sketchbooks, scaffolding, peer sharing, graphic organizers for planning	Color swatches, cut out color or drawn
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may choose to do further research into color and color relationships with family ancestry.
Critical Content:	• How color has been used by various artists and cultures, historically and culturally	
Key Skills:	• Describe how color choices convey the artist's intentions	
Critical Language:	Culture, expression, emotion, tradition, style, investigate, relationships, interaction, inspiration, choices, characteristics and inherent expressive features in art and design	

Learning Experience # 5		
Landscape: Teacher may share artwork such as Henri Matisse/ Andre Derain/ Fauves that demonstrate how an artist investigates color to create an emotional response, so that students can develop a landscape using arbitrary color that creates the expressive feature of movement, rhythm, and contrast.		
Generalization Connection(s):	Color in artwork expresses emotion to convey an artist's personal style.	
Teacher Resources:	http://99designs.com/designer-blog/2013/01/31/create-your-own-pattern-swatch-an-easy-5-step-illustrator-tutorial/ (Tutorial on how to create a color swatch) http://www.wikiart.org/en/andre-derain/landscape-1907-1 (Images of Andre Derain's Landscapes)	
Student Resources:	Scholastic Art *Henri Matisse:Working with Color* December 2014/ January 2015 (Information on Henri Matisse/ Andre Derain and the Fauves)	
Assessment:	Students will create a color swatch in their sketchbook that captures their own emotion. Students will also be able to go one step further and create landscape that uses these colors.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students could create this with multiple types of media; i.e. ArtRage, Photoshop, etc.

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students could create this with multiple types of media; i.e. ArtRage, Photoshop, etc.
Critical Content:	• Students will know the foundation of color theory such as primary, secondary, tertiary, hue, tint, shade, complimentary, contrast, etc.	
Key Skills:	• Students will understand and apply the mixing of color.	
Critical Language:	Primary, secondary, hue, tint, shade, complimentary, warm, cool, contrast, rhythm, movement, technique, culture, expression, emotion, traditional, style, investigate, relationships, interaction, inspiration, intention, tension, conflict, characteristics of and expressive features in art and design, portraits, landscapes, Fauvism	

Learning Experience # 6		
Still Life: Teacher may lead students through a guided discussion on artifacts that might represent a person's family history or culture, so that students can identify and collect artifacts that represent their personal history; explaining their choices.		
Generalization Connection(s):	Investigating the characteristics and expressive features of art inform the choices an artist can make to communicate intent using things from our past.	
Teacher Resources:	N/A	
Student Resources:	sketchbook	
Assessment:	Student will bring in a collection of their own personal objects (fill a Ziploc Gallon sized Bag) that will then be sketched in a sketchbook.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may bring in images/ pictures.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may research alternative self-portrait approaches in art.
Critical Content:	• Techniques to complete a painting that demonstrates knowledge of color choice that reflects cultural inspiration	
Key Skills:	• Convey a personal understanding of color and style in their artwork	

Critical Language:	Culture, Heritage, Investigate, Relationships/ Interaction, Inspiration, Intention, Tension, Conflict

Learning Experience # 7		
Still Life: Teacher may show images of still life artists such as Paul Cezanne that use the expressive characteristics of art with an emphasis on color, so that students can create their own still life from collected objects that effectively uses color to express meaning.		
Generalization Connection(s):	Cultural traditions inform how artists investigate color.	
Teacher Resources:	http://www.ibiblio.org/wm/paint/auth/cezanne/sl/pommes-oranges/ (Paul Cezanne Biography and Image)	
Student Resources:	http://www.scholastic.com/browse/article.jsp?id=3754353 (Paul Cezanne Biography and Image)	
Assessment:	Students will create a series of still life painting from their own artifacts	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	ArtRage or Photoshop	Students may create a series of still life digitally.
Critical Content:	• Techniques to complete a painting that demonstrates knowledge of color choice that reflect cultural inspiration	
Key Skills:	• Students will be able to show characteristics and expressive features in their artwork. • Students will be able to convey a personal understanding of color and style in their artwork.	
Critical Language:	Primary, secondary, hue, tint, shade, complimentary, warm, cool, contrast, rhythm, movement, technique, culture, expression, emotion, traditional, style, investigate, relationships, interaction, inspiration, intention	

Learning Experience # 8	
Portrait: The teacher may show images different portrait examples so that students can demonstrate an understanding of how artists make choices in expressive features of art as they relate to artistic intent to reveal personal history.	
Generalization Connection(s):	Investigating the characteristics and expressive features of art inform the choices an artist can make to communicate intent.
Teacher Resources:	http://www.pbs.org/wnet/americanmasters/episodes/jose-clemente-orozco/orozco-man-of-fire/82/ (Information on Jose Clemente Orozco) http://www.fridakahlo.com/ (Website for Frida Kahlo)

<table>
<tr><td></td><td colspan="2">http://www.diegorivera.org/ (Website for Diego Rivera)
http://www.thavibu.com/vietnam/nguyen_thi_chau_giang/VIE3300.htm (Biography and Images for Nguygen Thi Chau Giang)
PBS: Craft in America, Faith Ringgold. http://www.craftinamerica.org/shorts/faith-ringgold-on-process-of-creating-tar-beach/</td></tr>
<tr><td>Student Resources:</td><td colspan="2">http://www.artyfactory.com/portraits/ (Tutorial on how to create a portrait drawing)</td></tr>
<tr><td>Assessment:</td><td colspan="2">Students will be able to create a list in their sketchbook that compares and contrasts the different expressive features in the artworks.</td></tr>
<tr><td rowspan="2">Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>N/A</td><td>Students may describe and interpret images separately rather than comparing and contrasting.
Students may write or present their finding verbally.</td></tr>
<tr><td rowspan="2">Extensions for depth and complexity:</td><td>Access (Resources and/or Process)</td><td>Expression (Products and/or Performance)</td></tr>
<tr><td>Media tools</td><td>Students may be able to recreate a portrait drawing digitally in ArtRage, Photoshop or other media program.</td></tr>
<tr><td>Critical Content:</td><td colspan="2">• How color has been used by various artists and cultures, historically and culturally</td></tr>
<tr><td>Key Skills:</td><td colspan="2">• Describe how color choices convey the artist’s intentions</td></tr>
<tr><td>Critical Language:</td><td colspan="2">Primary, secondary, hue, tint, shade, complimentary, warm, cool, contrast, rhythm, movement, technique, culture, expression, emotion, traditional, style, investigate, relationships, interaction, inspiration, intention</td></tr>
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