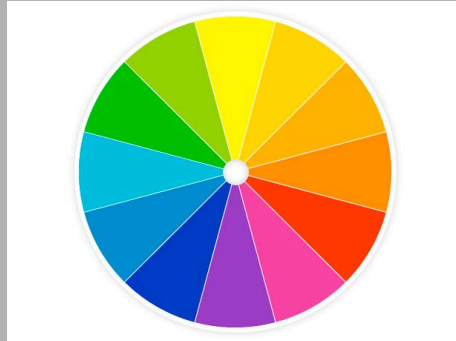
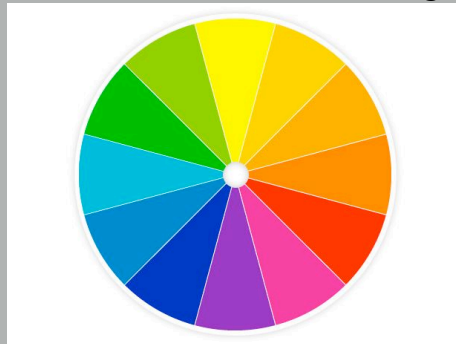


Ms. Manville 6th Grade Color Theory Unit



Objective	Corresponding Standard
<p>Students will be able to identify primary, secondary, and tertiary colors, as well as grouping these colors into analogous and complementary color families using a hands on worksheet and instruction, with a final quiz assessment of these skills.</p>	<p>1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8</p> <p>2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors Demonstrate awareness of color by painting objective studies from life and free- form abstractions that employ relative properties of color</p>
<p>Students will be able to design and create an icon/logo symbol to be used for a unique color wheel performance assessment art project.</p>	<p>3.5 Create symbolic artwork by substituting symbols for objects, relationships or ideas</p>
<p>Students will complete a color wheel project with craftsmanship in mind: painting within the lines of the drawn icon/logo using careful and precise painting techniques to complete their color wheel design.</p>	<p>4.4 Produce work that shows an understanding of the concept of craftsmanship</p>

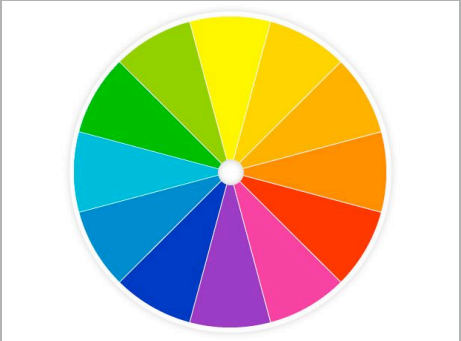
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Daily Lessons

Materials needed	Worksheets, pencils, paint, paintbrushes, water, palette knives, palette paper, scissors, tag board
Lesson One Date:	Students will study the color wheel by completing a hands-on worksheet on color theory, specifically primary, secondary, and tertiary colors. The worksheet explains how to mix the colors and the vocabulary needed to understand the project.
Lesson Two Date:	Students will take the painting quiz, which assesses the student's knowledge of the skills and vocabulary learned in Lesson One.
Lesson Three Date:	Students will design and create their own logo, which will be used as a tracer to create their own unique color wheel.
Lesson Four Date:	Students will take their own logos, and trace them onto a large circle to create a color wheel with primary, secondary, and tertiary colors as a performance task to assess knowledge of color theory.
Assessment	<p>-Performance Based Assessment: 4 point rubric based on Craftsmanship, Goals/Objectives, Ability to mix colors on the color wheel, and a color wheel project consisting of all primary, secondary, and tertiary colors correctly identified</p> <p>-Color Theory worksheet and quiz</p>

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Hallway Exhibition	Students will be required to display their color wheels in the hallways of Brayton and in additional shows in North Adams if chosen.
Differentiation	-Students may have issues with hand/eye coordination for construction, we will utilize a buddy system using mixed grouping to ensure success, one on one help as needed -Worksheets involve reading/writing/sorting: Use verbal confirmation for worksheets and quizzes if writing is a roadblock for success.
Notes/reflections	