

Part 1: The Unit Plan

1. Unit Name: Color Theory
2. Description of the unit: The purpose of this unit is to introduce students to the basics of color theory, color mixing, and painting. Students will learn how to create and identify color schemes. Students will learn how to mix paints and complete a self-portrait painting. Students will learn how to matte and display an artwork.

3. Lessons (give descriptive titles of lessons)

- Lesson 1: Color Pre-Test and Slide Lecture
- Lesson 2: Introduction to Color Theory
- Lesson 3: Creating a Color Wheel
- Lesson 4: Creating Value Scales & Saturation Scales
- Lesson 5: Selfie Painting
- Lesson 6: Color Post-Test & Critique

Selfie Painting Lesson Plan

Subject Area: Introduction to Art

Grade Level: 9-12

Time Needed for Lesson: (17) 90-minute class periods

Goal of the Lesson: The goal of this lesson is to help students understand the basics of color theory, the color wheel, and how to mix colors.

Standard(s):

- KS: VA: Re 8.1: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- KS: VA: Re 9.1: Establish relevant criteria in order to evaluate a work of art or a collection of works.
- KS: VA: Cr 2.1: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- KS: VA: Cn 10.1: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.
- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- L9-10.1: Demonstrate command of the conventions of standard of English grammar and usage when writing or speaking.

Objective(s) of the Lesson:

1. The Intro to Art Student will take a selfie picture with dramatic lighting.
2. The Intro to Art Student will use Adobe Photoshop create an abstracted image from the selfie.
3. The Intro to Art Student will turn the black and white image into three color paintings with three different color schemes.
4. The Intro to Art Student will demonstrate knowledge of color schemes and key vocabulary words through written communication on the evaluation rubric.
5. The Intro to Art Student will matte the completed painting.
6. The Intro to Art Student will discuss the formal elements of the artworks during a class discussion.

Informal Assessment: The instructor will meet one-on-one with students during the 8 day creation process to give in-progress feedback to students.

Formal Assessment: The Intro to Art Students will produce three “selfie” paintings, each demonstrating a different color scheme. These will be evaluated by both the student and the teacher using a rubric (see attached).

Prerequisite Knowledge:

- The student should be able to define and identify primary, secondary, and tertiary colors.

- The student should be able to mix secondary and tertiary colors from primary colors.
- The student should be able to define and identify the following color schemes: Analogous, Complementary, and Monochromatic.
- The student should have a working knowledge of the color wheel.

Key Vocabulary: Monochromatic, Analogous, Complementary, Primary, Secondary, Tertiary, Color Wheel, Abstract, Value, Matte, Matte Cutter.

Materials Needed: Each student will need three pieces of reeves heavyweight paper, 5" x 7", a graphite pencil, various paint brushes, a cup for water, paper towels, a white wall or backdrop, a digital camera, a class set of computers with Adobe Photoshop, a printer, black matte board, cardboard backing, non-acidic tape, packing tape, and red, yellow, blue, white, and black acrylic paint. The instructor will need a document camera to demonstrate with.

Introduction: (anticipatory set, bell work, link to previous learning, assessment of prior learning, etc. --- how will student be focused on the lesson and motivated to learn)

Activity or Lesson:

Day 1: Introduction to Selfie Painting

1. Begin class by welcoming students, remind them of the previous day's lesson, which covered the color wheel and color schemes. Have music playing as the students enter the classroom to create a positive, high-energy atmosphere. I like to use different types of music from around the world to expose my students to a diverse collection of music in various languages.
2. Explain the project. We will be creating three self- portrait (or "selfie") paintings. Each painting will have a different color scheme—monochromatic, analogous, and complementary. The first step will be to take a picture of yourself to paint. We will use a white backdrop and dramatic lighting to light one side of your face and create dramatic highlights and shadows. We will begin by choosing a hat, necklace, sunglasses, or any other accessory (or accessories) to wear. You MUST choose an accessory. Remember, you will have to paint this image three times, so if you don't want a lot of homework finishing this assignment, choose a simple image. For example, a baseball cap would be much easier to paint than a woven hat, such as a sombrero.
3. Show a slideshow of previous student examples of this project. Discuss the strengths and weaknesses of various paintings and indicate how they may affect the grade. This gives students a better understanding of the criteria you will be grading on.
4. Students may use the rest of this class period to finish the assignment from the previous day or choose hats and accessories from a box and take each other's photos on one of the two backdrops set up. Students may take these photos with the school's camera or their cell phones. They are to then e-mail the photo to their school e-mail address to be edited. The photograph will be due in two class periods.

Day 2: Take the Selfies

1. As always, greet students as they enter and have music playing.
2. Remind students of the criteria for taking the selfie pictures for the painting project.
3. Students will use class today to finish taking their selfie images.
4. Instruct students to open their e-mail and upload their 3 best images to Google Classroom under the assignment. In the title, use your last name and then a number—ordering them from your favorite to least favorite. i.e. Last Name1, Last Name2, Last Name3.
5. The instructor will look at and approve images for each student before the next class. Print off a roll sheet; write the number of the image you approve to be used (1-3) next to each student's name on the roll sheet.

Day 3: Edit the Selfies

1. As always, greet students as they enter and have music playing. It creates a high-energy atmosphere. After taking attendance, lead the students to a Mac Computer Lab with Photoshop. Explain to students that the class period is short and this will take all class, so their best focus and concentration is required.
2. Once entering the lab, instruct students to sit at a computer and login to their machine.
3. Instruct students to open their approved photo. Read the list aloud consisting of the student's name and the photo number you approved.
4. Demonstrate on a laptop, step by step, at the students' pace, how to import and manipulate the image.
5. Steps to Editing:
 - i. Open Adobe Photoshop
 - ii. On the toolbar at the top, click "File," → "Open," then select the image file previously saved on your desktop.
 - iii. Now we will convert the image to black and white, or "desaturate" the image. To convert the image to black and white, on the toolbar, go to "Image," → "Adjustments," → "Desaturate."
 - iv. Next, we will abstract the image using the "cartoon cutout" tool. On the toolbar, go to "Filter," → "Artistic," → "Cutout." This will open a window.
 - v. Now you will select the number of "levels," or grey-tones in the image. I suggest using 6 to 7 values. Make sure you can clearly see your eyes, ears, nose, and mouth. Once you have found a number of levels you like, click "OK."
 - vi. Save the altered image to your Google Drive.
6. Print once copy of the altered image.
7. Five minutes before the end of class, instruct students to shut down their computers and clean up their workstations. All the while, waiting quietly for the bell to ring.

Day 4: Trace the Image

1. As always, greet students as they enter and have music playing. It creates a high-energy atmosphere.
2. Hand out three 5"x7" pieces of acrylic paper to each student.
3. Using a document camera, demonstrate and explain how to trace their printed image onto the three pieces of acrylic paper.
 - i. Cut out your printed image.
 - ii. Cover the back of the image in graphite.
 - iii. Tape your image on top of a piece of acrylic paper using one piece of masking tape at the top as a hinge.
 - iv. Now, you can trace the contours of your image and it will transfer onto your paper. Do this three times. Pro Tip: Use a pencil, black ink pen, and red ink pen to differentiate your marks on the image to know where you have traced on each paper.
4. Students will now spend the rest of class tracing their image. Play music during independent work time.
5. While students are working, walk around the classroom and provide feedback and encouragement to each student on their paintings. Demonstrate techniques one-on-one, if necessary.
6. Five minutes before the end of class, turn off the music to get the students' attention. Instruct students to put their materials away and clean their tables.

Day 5: Introduce the Painting

1. As students enter the room, instruct them to get out their materials. And, as always, greet students as they enter and have music playing. It creates a high-energy atmosphere.
2. Using a document camera, demonstrate how to begin painting the monochromatic painting. This is the best one to start with. After students finish this painting, they may do the other two in whichever order they choose.
7. Students may use the rest of class to finish tracing the image onto the paper and begin painting. Play music during independent work time.
8. While students are working, walk around the classroom and provide feedback and encouragement to each student on their paintings. Demonstrate techniques one-on-one, if necessary.

9. Five minutes before the end of class, turn off the music to get the students' attention. Instruct students to put their materials away and clean their tables. Then, wait quietly for the bell to ring.

Days 6-13: Work on the Paintings

1. As students enter the room, instruct them to get out their materials. And, as always, greet students as they enter and have music playing. It creates a high-energy atmosphere.
2. Students may retrieve their materials and begin working as they enter the room.
3. Five minutes before the end of class, turn off the music to get the students' attention. Instruct students to put their materials away and clean their tables. Remind students of the due date and what progress they should have made by this date. Then, students will wait quietly for the bell to ring.

Day 14: Cutting the Mattes

1. As students enter the room, instruct them to take out their completed paintings and place them on their desk. Prior to today, cut one piece of 11" x 21." matte board and one piece of 11" x 21." cardboard backing for each student. As always, greet students as they enter and have music playing. It creates a high-energy atmosphere.
2. Distribute one piece of matte board and one piece of cardboard backing to each student.
3. Explain to students that matting artwork makes it look finished and well-presented. Talk about the matte cutter and the safety involved. Never cut towards yourself and keep your fingers away from the blade.
4. Show students how to measure their matte board to create a 2" border around the outside, and a 1" border between the three paintings.
5. Demonstrate how to properly and safely cut a matte by pulling the blade towards yourself along the lines drawn and pressing down.
6. Have two matte cutters out for students to use if possible. For the rest of class, help students as needed as they measure and cut their mattes.
7. Five minutes before the end of class, turn off the music to get the students' attention. Instruct students to put their materials away and clean their tables. Then, wait quietly for the bell to ring.

Day 15: Mounting the Mattes

1. As students enter the room, instruct them to retrieve their matteboard, backing, and paintings from their storage area. As always, greet students as they enter and have music playing. It creates a high-energy atmosphere.
2. Now, demonstrate how to mount a matte.
 - i. Turn the matteboard upside down and place the backing parallel and adjacent to it.
 - ii. Using packing tape, tape the matteboard to the cardboard backing sheet along the touching sides to create a hinge.
 - iii. Now, hinge it shut and open a few times to crease the tape.
 - iv. Open the hinge and place your three paintings on the backing sheet beneath the matte windows.
 - v. Close the hinge and move the paintings so they fit nicely beneath the windows.
 - vi. Place something heavy (such as a paperweight, or another roll of tape) on each of the paintings and open the hinge.
 - vii. Using acid free tape, create a hinge for each of the paintings on the backing board.
 - viii. Mounting a piece of artwork this way will allow the paper to expand and contract (stretch) due to moisture and season changes. This will prevent the paper from distorting or ripping.
3. Show students how to fold over several pieces of packing tape and place it on the cardboard backing to prepare the piece for hanging.
4. Instruct students to then hang their finished paintings neatly on a specific wall or bulletin board. Then, they will be ready for critique the following class period.
5. Students will use the rest of class to finish matting, mounting, and hanging their paintings. Paintings are due—matted, mounted, and hung—at the end of class tomorrow.
6. Five minutes before the end of class, turn off the music to get the students' attention. Instruct students to put their materials away and clean their tables. Then, wait quietly for the bell to ring.

Day 16: Finishing Up

1. As students enter the room, instruct them to retrieve their matteboard, backing, and paintings from their storage area, if not already finished. As always, greet students as they enter and have music playing. It creates a high-energy atmosphere.
2. Hand out a copy of the self- evaluation rubric to each student and explain how to fill it out in detail.
3. Students will use the rest of class to matte, mount, and hang their paintings. When finished and their painting has been hung, they may then fill out the self- evaluation rubric and turn it into the basket for their class.
4. Five minutes before the end of class, turn off the music to get the students' attention. Instruct students to put their materials away and clean their tables. Then, wait quietly for the bell to ring.

Day 17: Critique

1. As students enter the room, instruct them to move their chairs in a semi-circle near the wall where the paintings have been hung. As always, greet students as they enter and have music playing. It creates a high-energy atmosphere.
2. Discuss in detail with students the formal elements and various other aspects of their painting such as: accuracy, focal point, color matching, craftsmanship, balance, line use, etc. Choose which of the three is the best painting of that student. Lead the discussion, but let students take charge as well and discuss amongst themselves what they see in each other's paintings. Each student must participate in the discussion at least THREE times to receive credit for today.

Adaptations: For students with IEPs or Special Needs, they may paint a picture using only 3 levels in the Photoshop manipulation step. They may also elect to do only one painting of a larger scale instead of three different paintings.

Name: _____ Block: _____

Selfie Painting Evaluation Rubric

| | Exceeds Expectations (A) | Meets Expectations (B) | Fair (C) | Needs Improvement (D) | Unsatisfactory (F) |
|-------------------------------|---|---|---|---|--|
| The Image | Student took an interesting photograph that was very challenging. The image was rendered in Photoshop very well. (10) | Student took a photograph that exceeds the basic requirements. The image was rendered well in Photoshop. (8) | Student took a photograph that met the basic requirements. The image was rendered in Photoshop. (7) | Student took a photograph that was too simple, and/or the image was rendered too simple in Photoshop. (6) | Student took a poor quality photograph that was rendered poorly in Photoshop. (0) |
| The Drawing | All features are sketched accurately and proportionately. (25) | Most features are sketched accurately and proportionately. (20) | About two-thirds of the features are sketched accurately and proportionately. (17) | About 50% of the features are sketched accurately and proportionately. (15) | Less than 50% of the features are sketched accurately and proportionately (0) |
| Finishing | Edges are clean, paintings are nicely matted on matteboard (10) | | Paintings are matted on matteboard (7) | | Paintings are not matted on matteboard (0) |
| Monochromatic (Craftsmanship) | Painting is very well-crafted. Lines are clean and colors are not transparent. Brush strokes are not evident. (25) | Painting is well-crafted. Lines are mostly clean and most colors are not transparent. Brush strokes are not evident. (20) | Lines are not very clean and colors are transparent. Brush strokes are somewhat evident. (17) | Lines are not very clean and colors are transparent. Brush strokes are very evident. (15) | Lines are not clean and colors are very transparent. Brush strokes are very evident. (0) |
| Complementary (Craftsmanship) | (25) | (20) | (17) | (15) | (0) |
| Analogous (Craftsmanship) | (25) | (20) | (17) | (15) | (0) |
| | | | | | |
| | | | | | |

| | | | | | |
|---------------------------|---|---|---|---|---|
| Monochromatic (Colors) | Colors are placed in the proper places (light to dark) in relationship to the photograph. There is a variety of colors, very dark and very light. (25) | Colors are placed in the proper places (light to dark) in relationship to the photograph. There is some variety of colors, dark to light. (20) | Two-thirds of the colors are placed in the proper places (light to dark) in relationship to the photograph. There is little variety of colors, dark to light. (17) | Half of the colors are placed in the proper places (light to dark) in relationship to the photograph. There is little value change. (15) | Less than half of the colors are placed in the proper places (light to dark) in relationship to the photograph. There is little no value change. (0) |
| Complementary (Colors) | (25) | (20) | (17) | (15) | (0) |
| Analogous (Colors) | (25) | (20) | (17) | (15) | (0) |

Colors Used In Color Schemes

Monochromatic: _____

Number of Tints: _____

Number of Shades: _____

Complementary: _____ & _____

Color 1: _____ # Color 2: _____

Analogous: _____, _____, and _____

Color 1: _____ # Color 2: _____ # Color 3: _____ # Color 4: _____

What is the focal point of your painting? _____

What do you like best about your painting? _____

What would you change about your painting if you were to do it again? _____

Student Total: _____/100

Teacher Total: _____/100

Total Grade: _____/200

