

**Grade: 2nd and 3rd Grade**

**Month/ Unit: February/ Warm and Cool Colors**

**Culminating Project: Warm/Cool Robert Indiana Words**

**Blueprint for Teaching and Learning in the Arts**

Art Making

- **Painting**
- Drawing
- Printmaking
- Collage
- Sculpture
- **Two-Dimensional Applied Design**
- Media Technology

Developing Art Literacy

- **Looking at and Discussing Art**
- **Developing Visual Arts Vocabulary**
- Reading and Writing About Art
- **Problem Solving; Interpreting and Analyzing Art**

Making Connections Through the Visual Arts

- Recognizing the Societal, Cultural, and Historical Significance of Art; Connecting Art to Other Disciplines
- Observing and Interpreting the World

Community and Cultural Resources

- Cultural Institutions
- Public Art and Design
- Online Resources and Library
- Community Based Organizations, Local Artists, and Studios.

Exploring Careers and Lifelong Learning

- Awareness of Careers in Visual Arts
- Setting Goals and Developing Career Plans
- Art for Enjoyment and Lifelong Learning

**Essential Question:**

- What is your wish for the world?
- How do colors show feelings?

**Elements of Art:**

**Color**   Line   Shape   Space   Texture   Form   Value

**Principles of Art:**

Unity/Harmony   Variety   Balance   Emphasis   Repetition/Pattern   **Contrast   Composition**

**Enduring Understanding** (upon completion of this unit, what information and skills will students be able to transfer to other coursework and extend to lifetime learning?)

- Artists identify warm and cool color in their own artwork and in others' artwork
- Artists use words in art to express feeling.
- Artists will learn about Robert Indiana's "Love" series

### **Teaching Points-Week 1**

- Artists identify warm colors (red, orange, and yellow) and associate those colors from real-life references i.e. fire, sun
- Artists can point to warm colors in their own artwork and in others' work.
- Artists learn how to use paint responsibly, i.e. cleaning brushes, protecting clothing, keeping work area clean, taking their time.
- Artists will mix various shades of warm colors

### **Lesson/Activities**

- Students will fold a 9x9 in paper into 4 pieces
- In each section, they will paint a different shade of a warm color

### **Teaching Points-Week 2**

- Artists identify cool colors (blue, green, and purple) and associate those colors from real-life references i.e. water
- Artists can point to cool colors in their own artwork and in others' work.
- Artists learn how to use paint responsibly, i.e. cleaning brushes, protecting clothing, keeping work area clean, taking their time.
- Artists will mix various shades of cool colors

### **Lesson/Activities**

- Students will fold a 9x9 in paper into 4 pieces
- In each section, they will paint a different shade of a warm color

### **Teaching Points-Week 3**

- Artists will look at, discuss, and interpret Robert Indiana's "Love" series
- Artists will think of their own "4-letter wish" for the world inspired by the "Love" series
- Artists will explain why they picked their specific word

### **Lesson/Activities**

- Students will think of their own "4-letter wish" for the world
- Students will write a statement about their word
- Students will plan out the colors and layout for their "4-letter wish"

**Teaching Points-Week 4**

- Artists will cut and paste the letters of their 4-letter wish based on Indiana's "Love" series
- Artists use warm or cool colors to make their pictures "pop" or "stand back."
- Artists draw block or bubble letters to make various lettering styles

**Lesson/Activities**

- Students will draw bubble or block letters on either a warm or cool painted paper (1 letter per section)
- Students will cut out the letters and glue it down on their second paper (either warm or cool; one letter per section) inspired by Indiana's "Love" series.

**RTI/Reteaching**

Students will practice their bubble letters on a scrap paper that is the same size as their original paper. This will allow them to practice cutting their letters and planning their layout. They can use the letters they cut out to trace on their final papers.

**Resources**

- 9x9 inch white paper
- Tempera paint
- Brushes
- Trays and water containers
- Glue
- Scissors
- Pencils
- Colored pencils or markers
- "4-letter wish" planning sheet
- Examples of Robert Indiana's "Love" series
- Tricia Fuglestad's Word Art lesson: <http://drydenart.weebly.com/fugleblog/our-wish-for-the-world>
- Art Quest "Comparing Warm and Cool Colors" <https://www.youtube.com/watch?v=w6K08wrl9dA>
- Madcap Logic/ Creativity Express "Warm and Cool Colors" <https://www.youtube.com/watch?v=htN1VJW3ePo>

**Differentiation**

Visual steps of project  
Poster or chart of warm and cool colors  
Display

**Assessment**

- Artist statement about their "wish for the world"
- Self-evaluation/Checklist
- Student can point to the warm/cool colors in his or her artwork.