**Beginning Art I “Color Theory/Line Tech” Problem**

**Vocabulary:** Composition Grid a 12 X 18 Sheet of Paper 3 Columns Vertical

6 Rows Horizontally

4 “ wide X 3” tall

**Materials:** 12 X 18 Final size White Paper Markers Pencil

**Content Objective:** **Distinguish, Define and Review the terminology and key concepts when using 6 different line techniques.** Pointilism, Hatching, CrossHatching, Ruled Line, Meandering Line, and Flat Color. These techniques will be used in a Dark to Light scale in each box specific to that line technique. Moving from Top to the Bottom of the page in each grid, students will be asked to follow a Primary Color Scale in Column 1, Secondary Scale in Column 2 and in Column 3 they may use a Monochromatic and or Analogous Scale **(Please refer to the visuals that accompany this exercise).**

Each grid box will need to have a qualified effort of transitional Line quality Moving from Dark to Light. This transition should be seamless. Example: I will be doing visuals in the first 3 classes for congruency. It is imperative each student show up each class so that I can gauge progress to make sure everything is on course.

**Definition:** *Primary*—The Alpha and Omega. These colors are the genesis for every other color on the planet

*Secondary*—2nd level of colors where a primary is mixed with a primary

*Tertiary—*3rd level of colors where a primary is mixed with a secondary

*Complementary Colors*—Colors across from each other on the color wheel

*Analogous Colors*--Colors that are beside each other on the color wheel

*Monochromatic Colors*—Varied shades and tints of one color

Color Wheel System is a CODE: 1-3-2-3-1

**Language Objective**: Students will be able to state orally and visually how to execute in the building and application of *Primary, Secondary, Tertiary, Complementary, Analogous and Monochromatic colors* within a composition.

**General Objective:**

**SW**:

* Recognize the 6 different line techniques
* Apply the 6 learned line techniques in a gridded chart
* Define simple aspects of proportion, size relationships and scale
* Use a ruler
* Build a grid

**IW:**

* Present visuals that students can recognize as the standard to work toward and go above and beyond.
* Demonstrate each step slowly that each class member can see the sequencing and the method of how the artwork should come together
* Work with each student individually as issues or questions arise

***Beginning with Day 2—Day 1 will be utilized to answer developing questions about how to work within the parameters of the assignment.***

***Cover and direct 3 Inquiry sessions for cooperative learning and peer to peer interaction in the classroom zoom setting.***

**Day 1:** Begin by discussion and demos by me ensuring understanding this should

Prompt questions that will be answered in how to build their grid

**Day** **1a:** Students will begin the sketching and playing with markers when applying each specific line technique. Each class there will be a check in and evaluation of their progress

**Day 2:** Students will enlarge information on their final 12 X 18 sheet of White paper in a gridded format. Each class students should practice these line techniques before applying their final effort. Once they have started their final, this will be the final they turn in.

**Day 3:** Workday—Students will be put into groups to create questions for their

Upcoming “In Progress Review.”

**Day 4:**  Students will come back to their sub-group setting to discuss measures of

Improving the work in its current state.

**Day 5:**  Workday—Final will be due on my designated date. (Stay Tuned)!!!

**Differentiation:** 1. One-On-One’s for each child

2. Isolate questions for the class that have a universal flavor but when answered with the Socratic Method-questions are posed to re-engage critical thinking.

3. Peer-On-Peer interactions

**Reflections:** 1. Students will keep all products carefully in their sketchbooks for later referral.

2. Repetition is Key for understanding and Knowledge retention

3. Research will allow for changes to be made in the future

**Critical Reviews will help me to enhance problems in the future**

**One-on-One’s will help elevate the “End Product” of a piece a the Beginning, Middle and End**