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# Course Revision

## Revisions are required when a school:

- Changes the course title, transcript abbreviation or course code/number
- Changes grade level
- Reduces course length (i.e. from year to semester)
- Eliminates honors status

## Revisions are NOT required when a school:

- Updates course materials
- Makes minor shifts in course content

➤ **Begin revision**

# Mixed Media and Color Theory

CORE Butte Charter School (054171)

## Basic Course Information

### Abbreviations:

Abbreviation	Course code
Art Media & Color Theory	
a-g Art Media & Color Theory	
a-g Mixed Media & Color Theory	

### Length of course:

Full Year (2 semesters; 3 trimesters; 4 quarters)

### Subject area:

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<b>Subject area</b>	<b>Discipline</b>
Visual & Performing Arts ("f")	Visual Arts

UC honors designation:

None

Grade levels:

9th	10th	11th	12th
	✓	✓	

Course learning environment:

Classroom	Online
✓	

Is this course an integrated course?

No

## Course Description

Overview:

Mixed Media and Color Theory is a one-year art course focused in the areas of drawing, painting, conceptual design and color theory designed to provide students with the opportunity to learn about and use a variety of traditional visual arts techniques including modern technology. Assignments are created to focus on the elements of art and design which include line, color, shape/form, value and space. Research and examples in art history will be an integral part of the course of study. Students will study and evaluate artists, designers, and cultures throughout history who have demonstrated significant knowledge and skill in the use of color relative to artistic elements as well as to the historical context. This course will introduce students to the historical and cultural background of art as a visual communication and its role and development

in past and present cultures throughout the world, noting human diversity as it relates to the visual arts. Students will demonstrate strategies for selecting color palettes using design principles and elements and demonstrate skill in color mixing and color-discernment.

Students will learn to think creatively while developing technical skills. Students will develop their visual arts vocabulary as they learn to identify the elements and principles of design. They will understand the importance of color and design in art and throughout history, and develop the skills to integrate this knowledge into their own lives. They will read about, discuss, critique and do in-depth research on artists and be able to explain how issues of time, place and cultural influences are reflected in their work, and understand the connection to the world around them.

Students will develop a portfolio that will include both class work and independent projects outside the classroom. Assignments will focus on principles of art and design including color, balance, contrast, dominance, emphasis, movement, repetition, rhythm, variation and unity.

Students will apply what they learn in the visual arts across subject areas. They will also learn about career options in the arts and how art applies to traditional careers. The skills acquired in art classes are now being appreciated as worthwhile skills for the twenty-first century. Throughout the course, the students must develop time management skills, creative problem solving skills and learn to appreciate art (with more informed opinions), which are lifelong skills, as they make connections, relations, and applications from what they are learning about in art class to the possible careers involving art that they could choose in the future.

#### Prerequisites:

Prerequisite	Required / Recommended
none	Recommended

#### Co-requisites:

Corequisite	Required / Recommended
none	Recommended

#### Course content:

##### **Unit 4- Color Symbolism in Culture**

## **Color Symbolism in Culture**

**This project will help students understand the significance of color symbolism in many different cultures. Students will explore basic and advanced principles of the use of color in the visual arts in that culture. Students will explore and focus on principles of art and design including color, balance, contrast, dominance, emphasis, movement, repetition, rhythm, variation and unity within the culture chosen. Students will continue to develop individual portfolios containing both class and independent projects. Research in art history will be an integral part of the course of study. Students will analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts. They will learn to discuss, analyze, critique and write about the visual aspects of their own works and the works of others. Students will be asked to identify the similarities and differences in the art of different cultures and be aware of the influences and affects of these cultural art works.**

**Assignment:** Students will choose a culture to research, either ancient, or modern. Students will research color symbolism in that culture and determine specific meanings or implications for color. They will become aware of how beliefs, traditions and contexts (social, economic and political) may influence the meaning of the work of art. Students will then create their own composition, which will convey color symbolism in the culture that he or she chose. Student will determine which art media he or she will use which best displays their culture of choice. Students may choose clay, paint, pencil, pen, or textile to create their cultural composition.

## **Unit 3 - Color Schemes**

### **Color Schemes**

**This project will explore basic and advanced principles of color schemes in the visual arts. Project will include defining and researching nine specific color schemes. As they define and research these color schemes, they will identify works of art that correspond to these schemes. As students focus on principles of art and design including color, balance, contrast, dominance, emphasis, movement, repetition, rhythm, variation and unity in relationship to color schemes, they will continue to develop individual portfolios containing both class and independent projects. Research in art history will be an integral part of the course of study. Finally, these examples will be shared with the instructor and class.**

#### **Assignment:**

Students will read the section "Color Schemes" on pages 24-28 from the text Color Theory by: Patti Mollica. Students will then write or type the definitions of, Monochromatic Scheme, Analogous Scheme, Triadic Scheme, Complimentary Scheme, Split complimentary scheme, Analogous Complimentary scheme, Tetrad Scheme, saturated scheme, and Neutral scheme. Students will do online research to find art works that correlate to each of these schemes.

Student will copy and paste the URL to a word document, and type which of the schemes goes with that artwork. Finally, students will share with the class each of the 9 artworks they found with the class and tell us what color scheme goes with each.

## **Unit 2 Tints and Shades**

### **Tints & Shades**

**This project will explore basic and advanced principles of the use of tints and shades in the visual arts. Students will be physically creating and mixing colors to create tints and shades, studying color and value balance, color as expression in culture, color as impression in environment, visual effects that shades and tints have their composition, and the interaction of colors in art and in space. Students will demonstrate strategies for selecting color palettes using design principles and elements.**

**Establish and demonstrate skill in color mixing and color-discernment.**

**Assignment:** Students will create 3 separate and identical drawing compositions on a single piece of canvas paper in a linear direction. Students will paint the middle composition using the 6 primary and secondary colors. Then students will mix white into their primary and secondary colors to create tints of each color. They will paint the first composition using the 6 tinted colors. Finally the students will mix black into their 6 primary and secondary colors creating shades of each 6 colors. Students will then paint the third and final composition using shades. When the 3 identical compositions are painted and completed and in linear order, students will be able to see the visual effects that shades and tints have their composition.

#### Supplies:

Pencil, for drawing 3 identical compositions

Heavy duty Acrylic paint art paper

Acrylic paint primary colors

Paintbrush

Mixing pallet

Water for mixing brush

## **Unit 1- Color Wheel**

### **Color Wheel**

**Students will be able to identify the colors on a color wheel. Primary, secondary, tertiary, etc. They will also be able to use artistic terminology vocabulary appropriately. Students will express an understanding of color in oral presentations, class discussions and critiques.**

**They will practice and develop illustrative sketching and rapid visualization techniques to convey concepts to others. Students will use technology for basic digital and image editing techniques. (scanning & basic color correction/editing)**

**Assignment:** Students will first use a ruler, compass, and pencil to create a radial design on canvas paper. Students will then start with 3 primary colors and mix them using their paint pallet to create secondary and tertiary colors of the color wheel. Students will have a total of 12 colors to use to paint their own radial design. Colors must remain in color wheel order and be spaced accordingly to display an accurate color wheel.

Supplies:

Pencil, ruler, and compass for drawing radial design

Heavy duty Acrylic paint art paper

Acrylic paint primary colors

Paintbrush

Mixing pallet

Water for mixing brush

## Course Materials

### Textbooks

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Title	Author	Publisher	Edition	Website	Primary
Color Theory An essential guide to color- from basic principles to practical applications	Patti Mollica	Walter Foster Publishing; First edition )	(January 1, 2013	[ empty ]	Yes

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