

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: Art 3B/4A

Unit Name: Split complementary/ analogous color scheme

Objectives: The students will learn how to artist determine color schemes and how they affect artwork.

(Purpose of the Unit: AH-HS-1.4.1, AH-HS-1.4.2, AH-HS-SA-U-2, AH-HS-SA-S-VA1

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	I can define and identify a split complementary color scheme.	Complementary, intensity and color/ write three sentences using two of the terms per sentence. Make connections.		Lecture/power point	Exit slip- define complementary color scheme/give example
2	I can create a contour rough draft drawing for project.			Guided practice	Does student follow requirements? Uses a split complementary color scheme.

3	I can plan a painting on a rough draft to make a pleasing composition	Why do artists use color schemes?		Visual aids on computer./ guided practice	Does the drawing fill the space? Is the drawing done in contour technique?
4	I can transfer drawing to watercolor paper. I can begin painting using split-complementary color scheme.	Andy Warhol wrote, "People should fall in love with their eyes closed." What do you think he meant by that?		Demonstration/guided practice	Product- did the student successfully transfer drawing?
5	I can paint using a hard-edge painting technique.	Andy Warhol wrote, "I'm afraid if you look at something long enough, it loses all of its meaning." What do you think he meant by that?		Demonstration/guided practice	Product –edges if shapes are clean and straight
	I can mix secondary and intermediate			Demonstration/guided practice	Product – did the student successfully mix secondary and

6	colors using primary colors only				intermediate colors?
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