

**TASK 1: PLANNING COMMENTARY**

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

**1. Central Focus**

- a. Describe the central focus and purpose of the content you will teach in the learning segment.

[ The Central Focus of this learning segment is that students will develop works of art by understanding the Element of Art: color and learn basic color theory while experimenting with color mixing to create an original work of art.

The purpose for this area of focus is to introduce and investigate the Element of Art: Color. Students will learn attributes of color and basic color theory as well as what happens when certain colors are mixed together. Students will learn how to develop works of art by applying this information. ]

- b. Given the central focus, describe how the **standards and objectives** within your learning segment support the development of students' abilities to create, present, **or** respond to visual art by incorporating **at least one** of the following components:

- **interpreting art** (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning)
- **developing works of art/design** (using techniques, methods of experimentation, or investigation)
- **relating art to context** (personal, social, cultural, or historical perspectives)

while providing opportunities for student choice (of content, methods, or styles).

[Within this learning segment, I will be focusing in the Essential Standard 2.V.1.4 which states that students will "Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value." The lessons will focus on developing works of art by applying the characteristics of color which is one of the seven Elements of Art. They will also be recalling their prior knowledge and understanding of other elements such as line, shape, value and form to create and develop their own personal work of art which is a color rendering of a snowman in an environment of their choice.

The first content objective will address students being able to explain a basic understanding of the primary colors, how to mix secondary colors and the order to apply the colors. They will be problem solving how to fit a large crayon into a small space on the color wheel allowing them to have spatial awareness to stay in the lines for when they use the brush which spread when pressure is applied to create their color wheel.

Students will review or be introduced to the Element of Art: color by learning their primary and secondary colors during the lecture. I will ask the students which primary colors are mixed together to create which secondary colors. Students will apply this knowledge by investigating the mixture of primaries and the order in which they are mixed to produce accurate secondary colors. Students will be developing a color wheel that includes the primaries and secondaries as well as tints and shades of each color.

By students developing their work of art in the color wheel, they will experiment color sequencing techniques with a familiar medium of crayons. Upon experimentation, students will

make connections to which colors have to be applied to the paper first in order to achieve accurate secondary mixtures. This will prepare the student for their final project by learning efficient processes to mix colors with paint. They will have investigated the sequence in which a color must be mixed. They will also have experimented by adding white and black crayons to create tints and shades in the development of their color wheels which will help when creating the foreground and background of their paintings.

In the second content objective, students will demonstrate their understanding of the Elements of Art: Color and Value by developing a background for their artwork using the tints and shades of color to create depth in their artwork. We will begin our lesson with the review of the Color Theory and Color mixing from the previous week. I will ask review questions Such as: Who can tell me what the primary colors are? What makes them primaries? What are the secondary colors? Which color mixtures make which secondary color? What is a tint and a shade?

I will introduce and describe another attribute of color which is Color Temperature which ties into the standard by referring to the element of color. Students will explain what moods they feel when looking at different colors to create an overall feeling with their project. I will also briefly explain how images have backgrounds and foregrounds. I will explain that foregrounds are in the front while backgrounds are in the back. I will then have the students compare and contrast the colors in the foreground ground and background. I will explain how colors are lighter as they move back and darker as they move forward. Because they have previously investigated color mixing, they will be able to choose which mood they would like to communicate with their color choices and develop their painting by creating various values with color to show depth in their work.

In the third content objective, while developing their work of art, students will apply their understanding of the Element of Art: Form and Color to develop a snowman by applying value to a circle to create spheres for their snowman in the foreground of their painting. Students will also choose all of the accessories and the look of the snowman to make it more personal. Students will apply their prior investigations of Value, Form, and Color to create a 3-Dimensional snowman in the foreground of their artwork. Students will choose the look of the snowman as well as which accessories they would like to use to finish developing their artwork. Students will have to recall what they know from the Form Lesson to apply lights and shadows by using tints and shades of their choice of colors on the accessories of the snowman.]

- c. Explain how your plans **build on each other** to help students create, present, or respond to visual art and deepen their learning by **making meaningful connections** to **at least one** of the following components:

- interpreting art
- developing works of art/design
- relating art to context

while providing opportunities for student choice.

[Each lesson builds upon each other by connecting the techniques previously investigated and learned in order to develop the final work of art. In the first lesson, it is important for the students to understand the Element of Art: Color. They need to understand the attributes as well as color mixing in order to produce a full color artwork. They will also learn the art of sequential mixing to be more efficient while mixing their colors for their project. This is the foundation for the other lessons, students will be able to make the connections to prior learning and investigations to develop their artwork.

The second lesson will connect to what they learned about adding tints and shades to their colors they mixed in lesson one. They will learn about foreground and background. While developing their background in their artwork, students choose what type of mood they will like to develop for their background and will create depth by using the lighter values of the colors mixed. This will make the connection for the final lesson on adding the 3-dimensional snowman in the foreground by using tints and shades to create form in the snowman.

In the third and final lesson, students will connect what they learned in the prior lessons to develop a 3-dimensional snowman in the foreground of their painting. Students will choose their snowman accessories, light positions and have to problem solve the light and dark values on the accessories of their choice to match their snowman's values. Their final project will be used to assess their understanding and application of the Elements of Art: Line, Shape, Value, Form and Color. ]

## 2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–d), describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

[In this learning segment, students will develop works of art by understanding the Element of Art: color and learn basic color theory while experimenting with color mixing to create an original work of art. Students know how to use color to communicate. At the ages of 7-9, according to Nancy Smith's book "Experience and Art", children regularly use color to depict various subjects in their artwork. (Smith, p.77) They still learning the application of color, and this lesson will strengthen their understanding of color and how to develop depth and 3-dimensionality in their work while communicating an emotion the child would like to express in their work. According to Smith, it is a good age to bring emotion into the "content of the subject matter." (Smith, p.80) Students will investigate the moods created by color and choose which mood or emotion they would like to incorporate in developing their artwork.

At this age, investigating "foreground and background" colors and sizes are good because the children are understanding that objects are smaller in the distance which also aids in developing depth in their piece. (Smith, p. 78) Children also begin to add clothing and more definition to the surroundings within their artwork, which will be applied in the accessories they choose for their snowman as well. (Smith, p. 76) The learning segment will require a little more discussion and demonstration, and according to Smith, "Children can benefit from longer discussion and consideration of more complex issues." (Smith, p. 79) I will demonstrate more advanced techniques with color and allow the students time to ask questions and explore the concepts on their own.

Because there is diversity in learning abilities and the length of the discussion may make it harder for students with IEPs, I will break up the discussion with activities to keep the students engaged such as coloring investigation sessions on the color wheel in between discussion topics. I will also engage the students of all levels by asking questions where they will problem

solve and identify certain elements in example paintings. For the student that I do not have paperwork for but has visible needs, I will have to redirect as needed, and allow her tactile ways to engage in the project while lecturing by allowing her to draw her ideas while we are interacting in the lesson.

- b. Personal, cultural, and community assets related to the central focus—**What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?**

[In the class, students have varied cultural and language backgrounds, interests and experiences such as: students that speak English as a second language, students that have blended families and rotate from week to week to different parent's homes, students with special needs, students with learning disabilities, students with lower income brackets, students from higher income brackets, students that are involved in sports, theatre, etc. Many of the students are involved in recreational sports. I often relate sports to my lessons to help engage the students. When learning about color, I may ask a question about the color of a sports team. At the end of class when the students line up, I often ask for something that is their favorite, such as favorite board game, sports team, hobby, food, etc. I use that to see how many favorites we can answer before the teacher comes. To the child it is a game, but I use it as research to relate to them in art. I have learned that most children are engaged in the electronic world whether through video games or the television. They are intrigued by traditional artforms such as painting, drawing, etc. They are fascinated when they learn a specific skill and they give their best to make quality work. Because they gravitate to know more and develop their artistic skills, I encourage the students to strive for excellence and grow in their artwork by understanding the "why" of what we do so that they can problem solve their own challenges in their projects inside and outside of the classroom. This has boosted confidence for the students because they learn a technique. I have witnessed the students using the information learned and applying the techniques in their general education classes as well. For example, they learned how to make something have form by shading and they applied it to a project in their regular classroom to make their drawings look 3-dimensional as well. Students will often give me drawings where they have developed artwork with and Element of Art that we discussed the week prior.]

- c. Physical development or conditions, **if applicable for your learning segment**—What do you know about students' physical development (e.g., students' fine- motor skills) or conditions (e.g., attention deficit, processing issues) that will affect instruction for the central focus?

[Most of the students are capable of understanding the Elements of Art and applying the principles learned principles to develop a work of art of their choice. There are not a lot of physical fine motor skills preventing students from engaging in the learning segment. For the students that have attention deficiencies, I will break up the lessons with their involvement whether through questions and/or demonstrations that they independently participate in while I am teaching a specific technique in which they will later apply to a project of choice. Students participate in technique driven applications or "note-taking" during the lecture by practicing the technique I am teaching simultaneously. This methodology reaches various types of learners such as auditory and tactile learners.]

- d. Visual art dispositions related to the central focus—What do you know about the extent to which your students
- persist in their ability to apply visual arts concepts to create, present, or respond to visual art and
  - believe in their ability to learn visual arts?

[The extent in which my students persist in their ability to apply visual art concepts to create and believe in their ability is very confident. Evidence of this knowledge is produced by the students applying the information learned outside of art class. Students often bring me drawings that they have developed in their spare time that utilize the elements learned. They use academic language communicate what they have learned as well in class and when I see them outside of class as well. As far as learning the Elements of Art with a concentration in color mixing for this lesson, because the nature of the painting is simplistic in nature, it allows the students that excel in developing art to add more detail in their painting while the one that is not as developed in their artistic skills to apply the basic with simple shapes and brush strokes. Both ends of the spectrum as well as those in between are meeting learning objectives of the projects in some level. I encourage the students to just give their best and that may look different than someone else's. It just comes down to what they choose to include in their artwork and the complexity of what they develop in their personal artwork. The fact that they are learning gives them confidence to create.]

### 3. Supporting Students' Visual Arts Learning

Respond to the prompts below (3a–c). To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. **In addition, use principles from research or theory to support your justifications.**

- a. Justify how your understanding of your students' prior academic learning; personal, cultural, and community assets; and physical development or conditions (if applicable) (from prompts 2a–c above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the component(s) of visual art addressed within the learning tasks and students' prior academic learning, their assets, and research/theory.

[This learning segment focuses on giving students a basic understanding of the Elements of Art with a concentration on color. At the ages of 7-9, according to Nancy Smith's book "Experience and Art", children regularly use color to depict various subjects in their artwork. (Smith, p.77) This lesson segment will strengthen their understanding of color and how to develop depth and 3-dimensionality in their work while communicating an emotion the child would like to express in their work. According to Smith, it is a good age to bring emotion into the "content of the subject matter." (Smith, p.80) By teaching the fundamentals of color, it allows the students to apply these principles to their everyday life when creating the art forms of their choice.

The first lesson begins with students being able to explain a Primary Colors, how to mix secondary colors and the order in which to apply the colors. They will problem solve how to fit the large crayon into a small space on the color wheel allowing them to have spatial awareness for staying in the lines. In the first project of lesson one, the students will develop a color wheel for learning the technique and order of color mixing with a large crayon. The reason that I chose the crayon in the development of their color wheel is because most of the students are familiar with it and the only way to mix a secondary properly is to apply the lighter color of the two primaries first. It allows the students a chance to slow down and consider the order in which to mix their desired colors. This is an exercise to prepare the students for paint, and for those students with special needs, it allows them to see the "magic" of color mixing before having to understand brush control.

In lesson plan two, Students will begin developing a snowman painting. They will begin to apply the information learned in lesson one to create the background setting for their snowman. Students will continue to focus on the Element of Art: color, and they will create a background



by using the tints and shades of color to create depth in their artwork. According to Smith, investigating “foreground and background” colors and sizes are good at this age because the children are understanding that objects are smaller in the distance which also aids in developing depth in their piece. (Smith, p. 78) They will begin with a light wash of watercolor to keep the colors softer and lighter for the background that they choose for their snowman. For the students with special needs, this allows them to practice with the brush with a simplistic design and method before introduced to Tempura paint, where they will mix everything and not just let the colors run together like they can do with watercolor.

In lesson three, students will build on their prior learning of form by using color to create a 3-dimensional effect on their snowman. Students will apply their understanding of form to develop a snowman by applying value with tempura paint to a circle to create spheres for their snowman in the foreground of their painting. Students will also choose all of the accessories and the look of the snowman to make it more personal. According to Smith, “Children can benefit from longer discussion and consideration of more complex issues.” (Smith, p. 79) Students will have to make the connection from how to create form and color mixing to applying on an object for a 3D effect. Smith also talks about how students in the 7, 8, 9 age range begin putting clothes on what they are drawing. (Smith p. 76) This will be helpful for choosing accessories for their project. Students will also have to make the lighting connections with their clothes and snowman to match the values. This gives another opportunity for the students to learn and apply the principles learned, and to make their paintings unique. I may have to guide some of the students on the steps, but I will circulate the room to help each one out. ]

- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs**.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[The reason why my instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs is because according to Nancy Smith in the book *Experience and Art*, at this age, the students are beginning to gravitate towards the use of color and understanding moods. (Smith, p.80) Colors often evoke emotional associations based on psychology today. (Psychology Today, 2022) It allows another avenue for students to communicate with their artwork as to how they are feeling. Students with special needs may not be able to effectively communicate with words, but this is an avenue for those students to use color to help them communicate their emotions. They can use lines and shapes to create faces with emotions. By focusing on the tools of art, the Elements of Art, students will learn how they are used to create visual symbols. Art is a visual language and by giving the students the tools, they can communicate effectively. For the student to not only learn about the element, color, they can learn the application and attributes to help them on their independent projects. Students can use their understanding of the Elements of Art and apply them to make connections to other classes to clearly communicate visually.]

- c. Describe common errors or misunderstandings within your central focus and how you will address them.

[Common errors or misunderstandings of my central focus that students will develop works of art by understanding the Element of Art: color and learn basic color theory while experimenting

with color mixing to create an original work of art is that it is too hard for this age group. The lesson segment is broken down into smaller segments as a building block to the next step. This allows the student not to be overwhelmed by the overall project and to focus on one step at a time. Students will have review questions to recall the previous steps that were taken since they only meet once a week for 40 minutes. ]

#### 4. Supporting Visual Arts Development Through Language

As you respond to prompts 4a–d, consider the range of students' language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

- a. **Language Function.** Using information about your students' language assets and needs, identify **one** language function essential for students to learn to create, present, or respond to visual art by incorporating the component(s) within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

Analyze	Compare/contrast	Critique	Describe	Interpret	Question
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[ Students will need to be able to explain the processes and why they do those processes the way they do to create their painting. By explaining what they are doing and why will be evidence of their understanding of what was taught and will open opportunities to apply and connect these principles to future projects.]

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[ In Lesson One, day one, students will explain observations discovered during color mixing with the crayons. They will explain what they learned about the color mixing order and what happened when they tried to reverse the order of mixing. For example, students will learn that in order to mix a secondary color, they will need to apply the “weaker” or lighter color first. They will explain how if they apply the stronger color first, it will dominate and not create the secondary color. They will explain how by adding light layers of the dominate color on top of the weaker color, it allows the two to mix and create the secondary color. In Lesson Two, day two, students will explain the moods they are communicating through their sky. In Lesson Three, students will explain how they create form in their snowman and why they chose the colors in their snowman accessories.]

- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- Vocabulary and/or key phrases
- **Plus** at least one of the following:
  - Syntax
  - Discourse

[The vocabulary that the students will use for Lesson One in explaining their color mixing processes are the Elements of Art, Primary Colors, Secondary Colors, Tints and Shades. They will use syntax to explain the process of color mixture. For example, students will learn the process and order to mix a secondary color, they will need to apply the “weaker” or lighter color

first. They will explain how if they apply the stronger color first, it will dominate and not create the secondary color. They will explain how by adding light layers of the dominate color on top of the weaker color, it allows the two to mix and create the secondary color.

In Lesson Two, the vocabulary words that will be used are: Warm and Cool Colors, Foreground and Background. Students will learn how to use color to create moods and give a discourse explaining the moods of their painting as well as the syntax or process of how they achieved the mood they developed in their artwork through an exit ticket.

In Lesson Three, students will explain how they created their snowman in the foreground with value to create form. Students will present a syntax on their processes as well as a discourse explaining why did they choose to develop their project the way that they did.]

- d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.
  - Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary and/or key phrases, and syntax or discourse).

[The planned instruction supports mainly based on vocabulary terms that were given prior to this learning task was learning value and creating a value scale. We will briefly explain how value is used to create form. Learning the vocabulary allows the students the ability to explain: 1. What value is? 2. How to achieve different values? When the students begin this learning segment, they will see color swatches that represent the Primary and Secondary Colors to explain that the Primary Colors are first and how the Secondaries are created. I will present the Bauhaus Color Wheel by Johannes Itten in which they will not only see the Primaries and Secondaries, but they will be introduced to the other vocabulary words: tints and shades. Then, they will see how tints and shades are created with the addition of black or white to their color. Students will practice color mixing creating Secondaries, Tints and Shade of both Primary and Secondary Colors. Students will present the syntax or process by being able to explain the process of color mixing.

In the second lesson, I will show a slide of the vocabulary warm and cool colors and ask the students to explain what moods they feel when they see certain colors. We will then move into other terms such as foreground and background where I will show them pictures of the following paintings: Morning on the Farm by Daniel Keys, Sunrise on the Matterhorn by Albert Beirstadt, and Mona Lisa by Leonardo DaVinci. I will then introduce the project with the snowman photos again and ask the students to choose what type of sky they would like to create for their background. Students will write their discourse and explain why they chose the mood they did for their background.

In Lesson Three, I will show the snowman photos again and ask the students to explain how the snowmen look 3-dimensional. The students will develop their snowman in the foreground along with painting clothing accessories on it if they choose. At the end of the project, they will explain their process with a final syntax on how they developed their artwork and discourse on why they chose to do it the way they did.]

## 5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence of students' abilities to create, present, or respond to visual art and monitor



students' understanding or application of the component(s) you have chosen to address (interpreting art, developing works of art/design, and/or relating art to context) **throughout** the learning segment.

[In Lesson One, students will develop a color wheel, and student learning will be formally assessed through the reflection explained by the student at the end of the project. Items that I will be assessing are: Does the student use the academic language presented during the lesson? Does the student understand color theory and application? Does their project reflect their understanding of the material presented? During class, I will informally assess the students by observation of their working progress and process. Formative Assessments will be made by observations during the student's independent work if their explorations are creating accurate secondary colors as well as draftsmanship with the crayons. As I walk around the class, I will prompt the students with questions where they will have to explain the process of what they are doing.

In Lesson Two, students will develop their background for their snowman painting. Students will present an exit ticket as a formal assessment before they leave where they will explain the answer to the following questions: What was the mood of your background?, and What happens to colors of the objects the farther they are away from you? During class, informal formative assessments will be made by observations while the students are creating independently if their explorations are keeping the sky lighter in value and creating moods with their color choices.

In Lesson Three, students will develop their snowman in the foreground of their painting. Evidence of student learning will be formally assessed during the student's explanation during the critique at the end of the project as well as the creation of the project itself. I will listen in their responses for the information from the following questions: Does it show an accurate interpretation of foreground and background? Did the student develop form in their snowman by successfully creating value with color? Did the student control the medium? Informal formative assessments will also be made by observations during the student's independent work to see if they are understanding how to create form and that they understand color mixing and application by their draftsmanship.

- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[I will allow students with special needs in speech to present their artwork. Evidence of learning will be observed by the final development of artwork. The student will exhibit the Elements of Art: Color, Value and Form in the development of their artwork. I will ask the students that can verbally communicate to syntax to explain their process, and discourse for the moods of their paintings. I will assist them as needed by helping them pronounce words and give cues as needed to help them explain their artwork.]

## References

Smith, N. R., Fucigna, C. E., Kennedy, M. A., & Lord, L. (1993). *Experience and art*. Teachers College Press.

*Why links between colors and emotions may be universal*. (2022). Psychology Today. <https://www.psychologytoday.com/intl/blog/color-psychology/202202/why-links-between-colors-and-emotions-may-be-universal>