

## ARTS IMPACT LESSON PLAN

### Visual Arts and Writing Infused Lesson

#### Lesson Three: *Monochromatic Colors*

Author: Beverly Harding-Buehler      Grade Level: Fifth



#### Enduring Understanding

Using monochromatic color values—tints and tones/shades of one color—can unify a work of art visually and express a feeling or mood.

#### Lesson Description (Use for family communication and displaying student art)

*Visual unity within monochromatic color schemes is introduced through analyzing art. Students note how color schemes convey emotions in art and identify what color they might associate with self. Students draw self-portraits then layer transparent monochromatic values in paint on portrait drawings. Last, students create and refine a short expressive poem using metaphors correlating color and self.*

### Learning Targets and Assessment Criteria

**Target:** Analyzes color scheme in a portrait.

**Criteria:** Uses vivid verbs, specific nouns and descriptive adjectives to interpret how color can express character in a portrait.

**Target:** Identifies and uses a monochromatic color scheme for unity.

**Criteria:** Mixes and uses tints and tones/shades of one color.

**Target:** Uses color symbolically.

**Criteria:** Selects and uses a color that represents something about him/herself (and explains choice in writing.)

**Target:** Uses expressive language.

**Criteria:** Writes a poem using metaphors to express aspects of his/her personality through feelings associated with a chosen color, following the prompt, "I am (color name)..."

#### Vocabulary

Arts Infused:  
Expressive words/colors

Writing:  
Expressive language  
Metaphor

Arts:  
Glaze  
Gouache  
Monochromatic color  
Self-portrait  
Shade  
Tint  
Visually unity

#### Materials

##### Museum Artworks or Performance

**Seattle, WA**  
Seattle Art Museum

**Tacoma, WA**  
Tacoma Art Museum

**Materials**  
Watercolor paper: 6x9" (practice) and 9x12" (final composition); Mirrors; Drawing pencils: 2H, 4H, HB, 2B, and 4B; Mod Podge; Gouache paint; Watercolor brushes; Paint palettes or paper plates; Blue painter's tape; Paper towels; Arts Impact sketchbooks; Class Assessment Worksheet

**Link to Art Connections, Level 5**  
"Monochromatic Colors" pages 46-49

*continued*

#### Learning Standards

##### WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.6 Elements: Monochromatic colors, tints, shades
- 1.2.1 Skills and techniques: Drawing from observation; mixing tints and shades of one color; painting a thin glaze
- 2.1.1 Creative process
- 2.3.1 Responding Process
- 4.2.1 Connections between Visual Art and writing

##### Common Core State Standards in ELA

For a full description of CCSS Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELStandards/>  
W.5.4. Production and Distribution of Writing:  
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

*continued*

**Connections**

Teachers College Writers Workshop

Art Connections images:

Ben Jones, American, *King Family*, 1980

Jasper Johns, American, *Map*, 1962

Seattle Art Museum images:

Paul Horiuchi, Japanese American,  
*Summer in Kyoto*, 1958, 58.124



Morris Graves, American, *Self-Portrait*,  
1933, 85.268



W.5.5. Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, re-writing.

SL.5.1c. Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

L.5.1. Conventions of Standard English: Use of nouns, verbs, and adjectives.

L.5.2. Conventions of Standard English: Demonstrate command of capitalization, punctuation and spelling when writing.

L.5.5a. Vocabulary Acquisition and Use: Demonstrate understanding of figurative language.

### ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

GENERATE IDEAS	CONSTRUCT MEANING	SELF-REFLECT
<p>Gather Information</p> <ul style="list-style-type: none"><li>• From WHAT you know</li><li>• From WHO you know</li><li>• Brainstorm</li></ul>	<ul style="list-style-type: none"><li>• Create drafts</li><li>• Organize ideas</li><li>• Make a choice</li></ul>	<ul style="list-style-type: none"><li>• Check in with self</li><li>• Check in with others</li><li>• Refine work</li></ul>

### Pre-Teach

If students have access to imaging software on a computer, have them experiment with different color settings for adjusting an image. Compare and contrast monochromatic settings with other full color settings.

### Lesson Steps Outline

**1.** Show *Summer in Kyoto* by Paul Horiuchi and *Self-Portrait* by Morris Graves from the Seattle Art Museum collection. Introduce the concept of a monochromatic color scheme and terms tints and shades.

Criteria-based process assessment, teacher room scan: Students identify tints and tones/shades of a color and a monochromatic color scheme.

**2.** Introduce concept of visual unity and how monochromatic color schemes can affect it.

Criteria-based process assessment, teacher room scan: Student analyzes how a monochromatic color scheme can visually unify an image

**3.** Facilitate an analysis of how color can express emotional content.

Criteria-based peer and teacher checklist assessment: Student uses vivid verbs, specific nouns, and descriptive adjectives to interpret how color can express character in a portrait.

**4.** Facilitate students doing a quick sketch of themselves, adding some (optional) hatching and cross-hatching, and then unifying it with a monochromatic color scheme.

☑ Criteria-based self and teacher checklist assessment: Student selects and uses a color that represents something about him/herself (and explains choice in writing). Mixes and uses tints and shades/tones of one color.

**5.** Facilitate students writing a brief poem that includes metaphors and expresses aspects of his/her personality through feelings they associate with their chosen color, following the prompt "I am (color name)..." Guide reflection and refinement.

☑ Criteria-based peer, self and teacher checklist assessment: Student writes a poem using metaphors to express aspects of his/her personality through feelings associated with a chosen color, following the prompt, "I am (color name)..."

## LESSON STEPS

1. Show *Summer in Kyoto* by Paul Horiuchi and *Self-Portrait* by Morris Graves from the Seattle Art Museum collection. Introduce the concept of a monochromatic color scheme and terms tints and shades.

📖 mini-lesson, sharing professional work, responding



📖 The Seattle Art Museum's collection is available on-line at: <http://www.seattleartmuseum.org/emuseum/code/collection.asp>. To find the images in this lesson, enter the accession number for the work of art in the search box on the collections page of SAM's website. Accession numbers for these works of art are listed in the materials box on page 1 of the lesson.

- *What one color is used most often in each work of art?*
- *When you add white to a color it is called a tint. When you add black to a color it is called a tone/shade. Where do you see tints and tones/shades of the main color in each composition?*
- *When an artist uses mostly tints and tones/shades of one color in a composition, we describe the work as having a monochromatic color scheme. Monochromatic means "one color." What effect do you think the monochromatic color schemes have on these compositions?*
- *We're going to generate ideas by gathering more information about value by looking at works of art.*

☑ Criteria-based process assessment, teacher room scan: Students identify tints and tones/shades of a color and a monochromatic color scheme.

## 2. Introduce concept of visual unity and how monochromatic color schemes can affect it.

📖 sharing professional work, group conferring

- *When an artist repeats something like color in a composition, it can make the work hold together visually. This is called visual unity. What makes these compositions look visually unified?*
- *Generate ideas by gathering information from the art.*

☑ Criteria-based process assessment, teacher room scan: Student analyzes how a monochromatic color scheme can visually unify an image.

---

## 3. Facilitate an analysis of how color can express emotional content.

📖 sharing professional work, responding, turn and talk



- *What can you tell me about the people in these images just by looking at them? What kinds of emotions do you sense in each of these images? How do the colors each artist uses help create that feeling?*
- *In your journal, write down a few words that describe the emotional feeling you get from each of these images. Use vivid verbs, specific nouns and descriptive adjectives.*
- *Also, answer this question: If you had to represent yourself with one color, what color would it be? Why?*
- *Begin to construct meaning as you brainstorm. Share your feeling words with your elbow buddy.*

- *Reflect by checking in with others.* Did you come up with similar words to describe the emotional impressions you got from these portraits? Compare your color choices for yourself. Does your buddy understand why you would choose the color you suggested for yourself?

Criteria-based peer and teacher checklist assessment: Student uses vivid verbs, specific nouns and descriptive adjectives to interpret how color can express character in a portrait.

#### **4. Facilitate students doing a quick sketch of themselves, adding some (optional) hatching and cross-hatching, and then unifying it with a monochromatic color scheme.**

 drafting, reflecting, individual conferring

- *We are going to do self-portraits today, with a monochromatic color scheme that both unifies the image and expresses something about who you are.*
- *First, we'll practice making tints and tones/shades of the color you've chosen. White is weak, so you only have to add a tiny bit of your color to it to make your tints. Black is strong, so you only need to add a tiny bit of black to your color to make shades.*
- *We are using gouache (goo-ahsh), which is a water-based paint, so adding water to your colors will lighten them and make them easier to apply. You can also mix the gouache with Mod Podge (acrylic gloss medium) to make a thin glaze that will allow drawing to be seen underneath.*
- *You are constructing meaning as you sketch organize your ideas and make choices.*
- *Remember when you do your sketch that you might want to show yourself in a ¾-view. You can add some hatching and cross-hatching, if you like, to give your face more volume and depth. Then mix your tints and shades with Mod Podge to make your glaze and apply the paint to your self-portrait. Don't forget the background.*
- *Reflect. Ask yourself:*  
*What does the color you chose for your monochromatic color scheme say about you?*  
*What kind of feeling or mood does your self-portrait seem to express?*  
*How could you make that expression even stronger?*

Criteria-based self and teacher checklist assessment: Student selects and uses a color that represents something about him/herself (and explains choice in writing.) Mixes and uses tints and shades/tones of one color.

#### **5. Facilitate students writing a brief poem that includes metaphors and expresses aspects of his/her personality through feelings they associate with their chosen color, following the prompt "I am (color name)..." Guide reflection and refinement.**

 reflecting, refining, publishing

- *To help others understand the meaning of the color you chose to represent yourself, in your journal write a short poem in which you express aspects of who you are as they relate to the feelings you associate with your chose color.*
- *You're constructing a complementary meaning to your art as you write your poem. Brainstorm, organize your ideas, and make choices.*

- *Start with the phrase, "I am (color name)..." You are creating a metaphor. You might brainstorm by thinking about what your color might feel like, sound like, smell like..., "I am blue. I am a cloud-chased sky. I am the feeling you get when the person you love best in the world hangs up the phone. And I'm the deep, soft embrace of a fleece blanket on a cold day."*
- *Reflect by checking in with others. Have a friend read your poem. Can others guess which portrait matches the poem? There is still time here for refinement.*

☐ Display all the self-portraits.

Criteria-based peer, self and teacher checklist assessment: Student writes a poem using metaphors to express aspects of his/her personality through feelings associated with a chosen color, following the prompt, "I am (color name)..."

---

**ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion**

Fifth Grade Lesson Three: *Monochromatic Colors*

**STUDENT SELF-ASSESSMENT WORKSHEET**

Teachers may choose to use or adapt the following self-assessment tool.

Disciplines	WRITING	VISUAL ARTS		WRITING	Total 6	
Concept	Expressive Writing	Monochromatic Color Scheme	Symbolism	Expressive Writing		
Criteria	Uses vivid verbs, specific nouns and descriptive adjectives to interpret how color can express character in a portrait	Mixes and uses tints of one color	Mixes and uses tones/shades one color	Selects and uses a color that represents something about him/herself (and explains choice in writing)	Writes a poem to express aspects of his/her personality through feelings associated with a chosen color	Uses metaphors following the prompt, "I am (color name)..."
Student Name						

**ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion**

Fifth Grade Lesson Three: *Monochromatic Colors*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	WRITING		VISUAL ARTS		WRITING		Total 6
Concept	Expressive Writing	Monochromatic Color Scheme	Symbolism	Expressive Writing			
Criteria	Uses vivid verbs, specific nouns and descriptive adjectives to interpret how color can express character in a portrait	Mixes and uses tints of one color	Mixes and uses tones/shades one color	Selects and uses a color that represents something about him/herself (and explains choice in writing)	Writes a poem to express aspects of his/her personality through feelings associated with a chosen color	Uses metaphors following the prompt, "I am (color name)..."	
Student Name							
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							
Total							
Percentage							

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between visual arts and writing?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

### ARTS AND WRITING LESSON: *Monochromatic Colors*

---

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We did expressive self-portraits in which we used a monochromatic color scheme (tints and tones/shades of one color) to represent something about ourselves. We wrote a poem in which we expressed aspects of who we are through feelings we associate with our chosen color.

- We wrote descriptive words to analyze the color in a portrait.
- We made self-portrait sketches.
- We mixed and added tints and shades of one color to our self-portraits to represent something about who we are.
- We wrote brief poems that started, "I am (color name)..." to describe ourselves metaphorically, including feelings we associate with our chosen colors.

At home, you could tell each other your favorite colors; however, it might be interesting to tell your loved one what color you associate with them, not just as a color that they might wear, but as one that might express some aspect of who they are to you. What color are your loved ones today?

### Enduring Understanding

Using monochromatic color values—tints and tones/shades of one color—can unify a work of art visually and express a feeling or mood.