Instructional Unit Title: The Cultural Impact of Color Painting

The teacher may present a variety of resources tracing family ancestry (such as celebrities on *Finding your Roots*) so that students can explain how people's background can be researched to discover personal histories.



The teacher may share the components of designing a family lineage so that students can list the components to gather necessary information to create a family history.



The teacher may show examples of different family trees. So that students can depict their own heritage using their own gathered information.



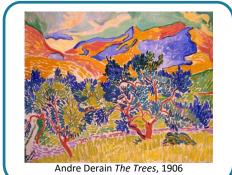
The teacher may share the heritage of color and use resources such as *Color* by Victoria Finlay, so that students can begin to explain and identify how color can send a specific message in a work of art.

Still Life: The teacher may show images of still life artists such as Paul Cezanne that use expressive characteristics of art with an emphasis on color, so that students can create their own still life from collected objects that effectively uses color to express meaning.



Still Life: The teacher may lead students through a guided discussion on artifacts that might represent a person's family history or culture, so that students can identify and collect artifacts that represent their personal history, explaining their choices.







Landscape: The teacher may share artwork such as Henri Matisse/ Andre Derain/ Fauves that demonstrate how an artist investigates color to create an emotional response, so that students can develop a landscape using arbitrary color that creates the expressive features of movement, rhythm, and contrast.





Paul Cezanne Pommes et Oranges 1899

Portrait: Teacher may show images of different portrait examples to demonstrate how other artists make choices in relation to the expressive features of art as they relate to artistic intent to reveal personal history.



Nguyen Thi Chau Giang, The Red Bench. 2009



PERFORMANCE ASSESSMENT: You are an artist that saw a recent episode to a reality show where celebrities trace the steps of their ancestors. You are interested in exploring your heritage and only know a few details about your background from your family's recollections. After investigating your family history you decide to create a "family relic" in the form of a painting that represents their own personal culture and uses color as an expressive element.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.