

Foundation of Color and Composition Unit

2-Understand the color wheel and how the colors relate to one another-one class

Oral assessment: Ask students to name the primary colors: (red, blue and yellow) secondary colors: (orange, green and violet) tertiary colors: yellow-orange, red-orange, red-violet, blue-violet, blue-green, and yellow-green. Do they know why they are referred to as “primary”?

History: Color mixing [The Colorful History of Paint](#), color as wealth, status. Van Eyck invented oil paint [Jan van Eyck Artworks & Famous Paintings](#) The color purple is different from the color wheel violet. [Purple was originally made from snail shells](#) in the Phoenician city of Tyre, in what we now call Lebanon. Eventually it was accidentally made by a chemist in England, in 1856.

Local MN artists: [Eyenga Bokamba](#) How does she use color to make you look around the work? Luis Fitch also uses [color in a flat way](#). Would the compositions be as successful if the colors didn't contrast?

Outside MN:

Helen Frankenthaler [Helen Frankenthaler: the triumph of colour — AWARE Women artists / Femmes artistes](#)

Vocabulary: Color wheel, primary, secondary tertiary, violet (violet and purple are different) saturation, pigment, medium. Complimentary colors, Analogous colors

Materials:

- Printed out blank wheel templates-will need to be on cardstock, if only thin paper can use colored pencils, or pastels
- Tempera paint in primary colors, Black and White
- Paintbrushes. (The older the students, the better the brushes)
- Cups for clean water to rinse brushes (yogurt cups etc.)
- Palettes to mix paints. Can use waterproof paper plates, [plastic palettes](#), or anything else that can stand getting wet
- Paper towels
- Aprons or t-shirts are a good idea to keep clothes clean

Production: A blank color wheel template will be provided and have the class fill it in together. Tempera paint will be used in order to facilitate blending. Brush handling, cleaning and usage knowledge-demonstrated: swipe don't scrub, do not overload brush with paint, (use a palette knife to mix colors if student struggling with brush*), all students will start with "beginner" brushes (sturdy rounds with fairly thick handles). Another large sheet of white paper will have shapes drawn with a pencil or sharpie. The students will fill in with colors that have been tinted or shaded. (add black or add white) Another row of colors can be analogous colors, another row can be complimentary colors and so on. Allow a number of shapes for the students to experiment with colors.

How to adapt this one lesson to other grade levels:

K: Focus on using materials, particularly paintbrushes carefully and safely. Make sure they learn to use them as a paintbrush, not a scrub brush.

1: Same as for K, focus on proper use of materials

2: Encourage students to use palette knives to mix color, have some question prompts for them as they explore the empty shapes to fill with their own color. Encourage them to mix "their" color, something that represents them. Throw in a little MN history and see if they know which musician from MN had a purple color "Love #2" named for them...If you do not know you lose some MN credits...

3: What tools work best for mixing paint? Compare and contrast success of different ways of mixing paints.

4: Devise a color problem for the students to solve. Draw 10 circles roughly 2" in diameter. Ask students to choose a tint or a shade and stick with one color and show a range of mixing skills from light to dark

5: Have students design their own color wheel-what shape could it be? Make up a way to include their knowledge of color mixing in a professional portfolio.

Critique: How did the students do on color mixing-encourage self reflection. Any revelations on the process? What colors had a higher saturation?

Aesthetics: Colors and emotions-how can they make you feel? Does level of saturation/intensity matter? Can you give examples of times we use color to describe mood?

Minnesota State Standards:

K Strand Anchor Standard

Benchmark

5.0.2.3.2	5. Visual Arts	0	2. Create	3. Create original artistic work.	2. Identify safe procedures for using <i>materials</i> and tools while making <i>art</i> .
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1

5.1.2.3.2	5. Visual Arts	1	2. Create	3. Create original artistic work.	2. Practice safe use of <i>artmaterials</i> and tools while making <i>art</i> .
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5.2.2.2.2	5. Visual Arts	2	2. Create	2. Generate and develop original artistic ideas.	2. Use various <i>materials</i> and tools to explore personal interests, questions, and curiosity.
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3

5.3.2.2.2	5. Visual Arts	3	2. Create	2. Generate and develop original artistic ideas.	2. Apply knowledge of available resources, tools, and technologies to investigate ideas through the artmaking process.
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4

5.4.2.2.2	5. Visual Arts	4	2. Create	2. Generate and develop original artistic ideas.	2. Incorporate personal choice into devising a <i>solution</i> for a creative <i>art</i> problem.
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5

5.5.3.5.1	5. Visual Arts	5	3. Present	5. Develop and refine artistic techniques and work for presentation.	1. Compare and contrast methods for preparing and presenting <i>art</i> .
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