

**LESSON PLAN NAME:** Color Wheel Practice

**Grade Level:** 9-12

List 2 or 3 related outcomes from the PA Arts and Humanities Standards:

<https://www.pmea.net/wp-content/uploads/2012/10/PA-Standards.pdf>

And/or national core curriculum: <https://www.nationalartsstandards.org>

Creating Anchor Standard 3- Refine and complete artistic work.

Performing/Presenting/Producing Anchor Standard 6- Convey meaning through the presentation of artistic work.

**BIG PICTURE RATIONALE:** Knowing color theory is incredibly important in art. To know color theory, you need to start with the basics of the color wheel. Knowing color and how it works will allow for you to elevate your artwork and make it more mature. Students typically look at work and say “I can’t make that,” but they can! With knowing the basics of art and practicing it, anyone can work up to that level. Students must first understand the principles of art, and with that knowledge, they can go far.

**MENTOR ARTIST/S OR VISUAL CULTURE:** There is no one artist I have in mind, rather it is color theory as a whole. In one of the websites linked below, it discusses how original pigments were made, and why the artists would use them. Each color has its own meaning and feeling. This has been seen all through history. Color allows you to convey meaning through work in a powerful way. Having a basic understanding of color theory will allow for that to occur in the work you produce.

**ESSENTIAL QUESTIONS:**

- What are the primary colors?
- What are the secondary colors?
- What are tertiary colors?
- What is a tint? A shade?
- What are warm colors?
- What are cool colors?
- What do warm versus cool colors feel like?
- What is a neutral color?
- What is a complementary color?

**GOALS:**

- Students will be able to identify primary, secondary, and tertiary colors.
- Students will be able to mix secondary and tertiary colors properly.
- Students will know the difference between a tone and a shade.
- Students will be able to identify the difference between a triadic, rectangular, and square color scheme.
- Students will be able to place the colors on the color wheel correctly.
- Students will know the difference between warm colors and cool colors, as well as what they represent.
- Students will be able to identify complementary colors.

**OBJECTIVES:** Students will learn how to mix and identify colors on the color wheel. To challenge the students even further, they will only be able to use yellow, red, blue, black, and white paint. This will lead to students being required to learn how to mix all of the colors on the color wheel, which will lead them to a better understanding of color. They will learn the meaning of colors, as well as how to use them in a meaningful way. Students will also understand and be able to use complementary colors. Students will have a better understanding of the color wheel and other components of color, allowing them to use color in a way that better elevates their work. This will lead to more mature and refined work.

**LOGISTICS:** Packet, pallet, red paint, yellow paint, blue paint, black paint, white paint, paint brushes, water cups, paper towels, pen/pencils, erasers

**SPARK/INTRODUCTION (Time: 20 min)** – Ask if students know the primary colors, secondary colors, or tertiary colors. Ask if they know any complementary color pairs. Ask if they've ever seen a color wheel before. Start introducing what we will be doing together for the next week, which is understanding color.

**ACTIVITY (Time Several classes)**: Everyday for roughly a week, I will be leading the class through a packet created by me that has the ins and outs of the color wheel on it. This includes important vocabulary that will help better their understanding of the color wheel, and color in general. Everyday students will be expected to come to class and get their paint brushes, water cups, pen/pencils, erasers, and their pallets ready with yellow, red, blue, black, and white paint. Each student will have their own paintbrush and packet, but each table will share a pallet, water cup, and paper towel. This will allow for students to problem solve and work together as a

group. Students will then receive a page of the packet. Each day we will complete 1 to 2 pages of the packet together as a class. Students will receive the packet 1 page at a time during the course of this lesson. Giving students the full packet at once and allowing them to self guide through it can lead to mistakes, misunderstandings, and rushed work. Going through as a class allows me to keep everybody on the same page and answer any questions for the better of the class.

**CLEAN-UP PROCEDURES (Time \_\_\_\_ 10min \_\_\_\_):** Each table will take turns with the different jobs during this lesson. Students will be tasked with cleaning paint brushes and emptying/rinsing the water cups, putting away pen/pencils, throwing away the pallet and paper towels, and wiping off the table. This will take roughly 10 minutes to clean everything properly.

**CONCLUSION/WRAP-UP (Time \_\_\_\_ 5 min end of every class, then 2 final full classes \_\_\_\_)** – At the end of class I will ask questions regarding the information we have covered so far in the packet. Students will have the chance to answer as a class. Once the packet is entirely done we will take 1 full class to review for the test. The tables will each be an individual team. The game of choice is Trashketball. Each team will be asked to write their answers to questions on paper/whiteboards. I will then walk around and check, if the team is correct, they get a chance to shoot the ball. The teams will only get their point if they get the written portion correct AND the ball in the basket. This will continue the entire class. The following class will be the written test that is based on the packet. Students will have the entire class to complete the test. Any student that finishes early may sit quietly or free draw.

**ADAPTATIONS/MODIFICATIONS:** Students that have trouble understanding the colors will be given a small cheat sheet. They can also receive additional one-on-one instruction as needed. Students will be given additional time to complete pages if needed. For the test, students who need additional time may leave their phones in the classroom and complete the test in the hallway. If they need help, they may come in and ask any question they have. If the student would prefer to stay after school or come during a different free block, that may also be arranged.

**EXTENSION:** In order to keep everybody on the same page and not risk too much disconnect during the lesson, students who finish their packet page(s) early may free draw, sit quietly, help clean up around the room, or help out students that need it.

**ASSESSMENT STRATEGIES/RUBRICS:** Each page of the packet will be graded separately as a formative grade, since it is building up to the test. The students will be graded on accuracy and correctness. I am not looking for it to look like a masterpiece, but I am expecting to be able to understand the written definitions, and be able to tell what color you mixed and where it was placed.

**RESOURCES & IMAGES:**

<https://www.artsy.net/article/the-art-genome-project-a-brief-history-of-color-in-art>

The packet I made for this lesson will be added separately.