

Creative Arts 177, Kratochvil, Arts Lesson Template

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Title of Lesson: Identifying the colors of the wheel

Arts Discipline: Visual Arts

Short Overview of the Lesson: The color wheel- looking at warm and cool colors.

Arts Vocabulary: primary colors, secondary colors, complimentary colors, color wheel, warm colors, cool colors.

Specific Standard(s) this lesson addresses:

Component Strand: Artistic Perception

Standard Grade Level: Grade 2

Standard: 1.2 Perceive and discuss differences in mood created by warm and cool colors.

Skills and Knowledge: What will students know and be able to do and a result of participating in this lesson? (These should directly relate to the art standard you have chosen).

New Knowledge (what students will know)	New Skills (what students will be able to do)
<ul style="list-style-type: none">- Primary and Secondary colors- Complimentary colors- Color wheel- Warm and cool colors- Mood	<ul style="list-style-type: none">- Identify primary colors, mix and understand how to create secondary colors.- Recall which colors on the color wheel compliment each other to create secondary colors such as red and yellow- Demonstrate colors on the color wheels and apply to projects.- Recognize the difference between warm colors on the color wheel and cool colors

Instructional Materials Needed: Paint pallet, water colors (red, yellow, blue), color wheel worksheet, color wheel chart, paint brushes (soft, round)

Teaching Procedures/Lesson Structure:

1. **Warm-up Activity** (warming up the body and the mind, introducing new concepts, reviewing concepts already taught): Breathing exercises, discussion defining primary colors. Discuss the types of brushes that will be used and why. Additionally a conversation can include care and maintenance of paintbrushes.
2. **Exploring the Concept** (understanding the concepts and elements through guided exploration from the instructor): Practice mixing primary colors to create secondary colors. See what happens when a third color is added. Discuss warm/cool colors → ask students to apply their impression of those colors and how they feel (weather, seasons, or mood). Game can be established using colors. Ex (on a blank sheet of paper, students will be asked to mix colors for various objects around the classroom, such as the teachers pencil holder, Johnny's t-shirt, or the frog on the wall).

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3. **Developing Skills & Creating** (practicing and refining the concepts, allowing opportunities for students to apply the concepts to creating their own work of art):

Practice sheet; apply color knowledge using watercolors. Continue using watercolors to create students own art piece using primary and secondary colors.

4. **Performing/Displaying the Work of Art** (opportunities for students to perform/display their creations with feedback. This is always informal (no outside audience) as students develop skills:
 - Students will partner up with a classmate to share and discuss their art. Ex: Students come dressed up in primary colored clothing; get in groups of 3 or 4. The groups would present in groups of two and one group would represent the primary colors and the other group would represent the result of secondary colors when the primary colors are mixed. Example: Group A would represent Red and Yellow and group B can represent the secondary color of orange when red and yellow is mixed.
5. **Observation/Feedback** (making observations about one's own work and the work of others). *Provide 5 questions that you could use to ask students about their own work and the work of others.*

Observation: What colors do you see in yours or your classmate's art?

Reflective: What color would you add to your art? Why?

Interpretive: What colors do you think are cool/warm?

Decisional: What have you learned from yours and other art works?

Evaluation & Assessment: How will you know if the student has acquired the skills and knowledge you were aiming for? What assessment/evaluation tools might you use? How will you check for understanding during the lesson?

The students can create a self-portrait where the teacher will collect the completed work and place into a personal portfolio, including practice worksheet.