

UNIT: The Elements of Art and Design

PROJECTS: Color Theory

GRADE: Grade 7

LENGTH: 1 week

ACADEMIC STANDARDS:

Criticism:

- 7.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.
- 7.3.3 Expand on and use appropriate art vocabulary.

Production:

- 7.7.1 Demonstrate refined observational skills in drawing from life which presents accurately rendered subject matter.
- 7.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.
- 7.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, warm, cool, contemporary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality) textures (tactile and visual), and space (background, middleground, foreground, placement, one and two point perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.
- 7.9.2 Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including:

Drawing:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective.

PERFORMANCE OBJECTIVES:

Using the Cornell Notetaking Format and textbook, students will complete the outline with 100% accuracy.

Given a blank color wheel, students will complete a basic color wheel by following the rubric.

Referring to given examples, students will create and complete their own color wheel by following the rubric.

Given an example, students will complete a “Through the Looking Circle” piece using analogous colors by following the rubric.

PREPARATION BY TEACHER:

The teacher needs to create a worksheet explaining and giving examples of color theory and different aspects of color. The teacher will need to copy blank color wheels for the students. The teacher will need to gather various examples of creative color wheels and “Through the Looking Circle” art. The teacher will also need to precut paper for the color wheels and “Through the Looking Circle” art piece.

MATERIALS NEEDED:

- The Cornell Notetaking Strategy
- Textbook
- Worksheets
- Pencils
- Erasers
- Crayons, oil pastels, watercolors, colored pencils, etc.
- Construction paper
- Scissors
- A round shape 6” in diameter to trace around
- 12x18 piece of drawing paper
- 18x24 sheet of paper for painting
- A round shape 12” to 15” in diameter to trace around
- Variety of brushes and water
- Opaque paints in two primary colors and white and black
- Palette
- Poster board

PROCEDURE:

Introduction/Motivation:

The teacher will have the students read these out loud; explaining that part of your brain tries to identify the color while another part of your brain reads the word. This regional brain conflict can produce errors in perception. This activity will be a fun, engaging activity for the students to become excited about color theory.

Color word illusion

RED BLUE WHITE
YELLOW BLUE GREEN
RED PURPLE BLACK
BLUE ORANGE RED
PURPLE RED BROWN
BLUE YELLOW GREEN

Look at each word and speak out the colors, not the word.

After this activity, I will begin a class discussion about the color wheel and its history. The color wheel is a chart of colors of the visible spectrum that is used to show how colors relate to each other. It is made up of three primary colors, three secondary colors, and six tertiary colors or intermediate colors. Primary colors (red, blue, and yellow) are colors that can not be mixed by any other colors. Secondary colors (purple, green, and orange) are formed by mixing two primary colors together. Tertiary colors (red-violet, blue-violet, blue-green, yellow-green, yellow-orange, and red-orange) are formed by combining a primary color with an adjacent secondary color.

Sir Isaac Newton's experiments with light helped him invent the first color wheel. In 1666, Newton passed a beam of sunlight through a prism, which produced red, blue, yellow, green, and cyan beams of the visible spectrum. He was able to show the natural sequence of color by joining the two ends of the color spectrum

together. One hundred years later, Johann Wolfgang von Goethe, (1749-1832) a German writer and scientist, studied how colors made us feel. He noted that blue evoked quiet moods and red evoked cheerfulness. He divided colors into two groups: minus side (green to violet to blue) and a plus side (red to orange to yellow). By the mid 1900's Johannes Itten, a German theorist who worked in an art and design school, developed the color wheel as we know it today. Like Goethe, Itten considered the emotional values of color. Blue is associated with coolness and red is associated with warmth. His color wheel is based on the primary colors and contains a total of twelve colors.

Step-by-step plan:

- 1) Students will review chapter seven on page 139 in their textbook. (Verbal-Linguistics) (Bloom's- Knowledge)
- 2) Students will take notes over chapter seven using the Cornell Notetaking Strategy.
- 3) Students and teacher will discuss vocabulary (primary, secondary, tertiary colors) and the differences between each. (Verbal-Linguistics) (Bloom's- Knowledge and Comprehension)
- 4) Students will receive handouts explaining color theory.
- 5) Students will receive a blank color wheel to complete. (Spatial) (Bloom's- Comprehensive and Application)
- 6) Students will receive a 12x18 piece of paper to complete their own color wheel on.
- 7) Students will make a viewing frame out of construction paper.
- 8) Students will use the frame and make sketches of grass, flowers, leaves, etc. (Spatial, Bodily-Kinesthetic, and Naturalist) (Bloom's- Comprehension and Application)
- 9) Students will create a larger painting of their sketch, using analogous colors. (Spatial) (Bloom's- Comprehension and Application)
- 10) Students will mount their painting on a poster board.

Closure:

The students will be asked to explain the concepts of color theory, along with a brief history using appropriate vocabulary. It is important that students know and

understand the concepts of color theory. By knowing these concepts, the students will enhance their art work and the opportunity to learn within the art classroom

ADAPTATIONS/ENRICHMENTS: Learning Disabled Students

- Provide quiet, uncluttered work space
- Positively reinforce their right to express themselves
- Write main themes on board or overhead
- Communicate with parents and teachers
- Individualize homework and modify testing
- Allow student enough time to process information
- Provide directions in written form
- Provide structured environment, be consistent
- Explicitly explain all rules and expectations

SELF-REFLECTION:

THE CORNELL NOTE-TAKING STRATEGY

Set up the format = S

- a. Put name, class, date in upper right hand corner
- b. All notes need a title
- c. Draw line down the length of the paper about one third of the way in

Take text of lecture notes = T

- a. Paraphrase the text or lecture in the right-hand column.
- b. Decide important information
- c. Use whatever it takes to cue your memory system.
- d. Don't worry about spelling
- e. Use abbreviations that work for you.

After class, revise your notes = A

- a. As soon as possible, edit your note. Reread and look for places to make additions, deletions, or clarifications.
- b. Work with a partner whenever possible.
- c. Use a highlighter or underlining to emphasize important points.
- d. Note any points that need to be clarified in class.
- e. Now fill in the left hand column with questions, symbols, and pictures, and memory keys.

Review and study your notes = R

- a. Review notes regularly- after class, at least weekly, and before a test.
- b. Cover the right column with blank paper. Either rewrite the right column or review aloud.
- c. Paraphrase answers
- d. Reflect. Summarize the notes. Relate the subject to yourself and your personal experience.

THE CORNELL NOTE-TAKING STRATEGY

S=

- a.
- b.
- c.

T=

- a.
- b.
- c.
- d.
- e.

A=

- a.
- b.
- c.
- d.
- e.

R=

- a.
- b.
- c.
- d.

COLOR THEORY





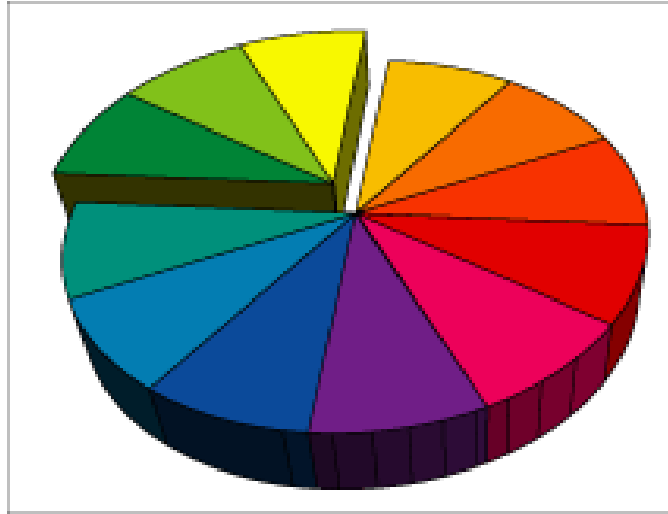
Primary Colors: Red, Blue, and Yellow
 Secondary Colors: Orange, Violet, and Green
 Tint: color with white added to it
 Shade: color with black added to it

CREATE YOUR OWN COLOR WHEEL



ANALOGOUS COLORS

Analogous (uh-NAL-uh-gus) colors sit next to each other on the color wheel. They tend to look pleasant together because they are closely related.



Examples of analogous color:



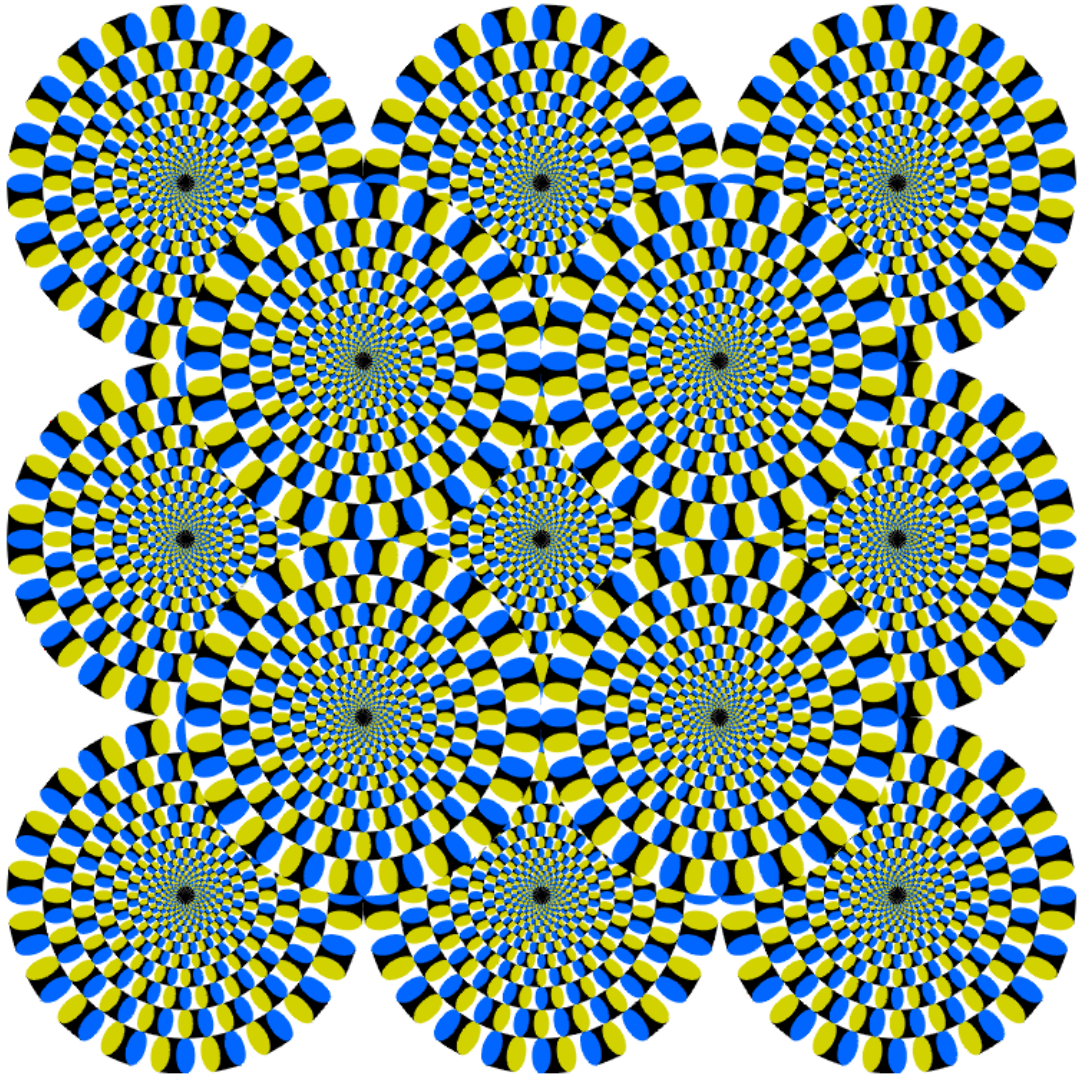
“Through the Looking Circle” Activity

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FUN PAGE

Rotating Snakes Illusion



In spite of the impression that this looks like an animated graphic, nothing in it moves. The "movement" occurs only in your mind.