LESSON PLAN by Amanda Nordmann

Lesson: Color Wheel and Value Scale
Length: 2 Days
Age or Grade Intended: 9-10 grade intro

Academic Standards:

H.3.1 Analyze the effective use of symbols, elements, principles, and media in various works of art.

H.3.3 Use appropriate art terminology when discussing their own works and the works of others.

H.8.1 Evaluate the effectiveness of elements and principles in works of art and use this evaluation to inform their own work.

H.8.2 Create works that use specific elements, principles, and functions to solve problems and communicate ideas.

Performance Objectives:

1) Given the three primary colors, the students will create the remaining tertiary and secondary colors to produce a color wheel with 100% accuracy.
2) Using black and white, the students will create a value scale composed of shades and tints of one color with 100% accuracy.
3) When looking at a color wheel, the students will identify complimentary and analogous colors with 100% accuracy.

Advanced Preparation by the Teacher:

- Gather red, blue, yellow, black and white paint and oil pastels.
- Round up paint brushes.
- Set out palettes (lids).
- Set out a stack of paper that can be used (various sizes).
- Produce a sample color wheel and picture to display for reference.

Procedure:

Introduction:

Begin by asking the students if they know what color the sun sends off (knowledge). I assume they will all say yellow or orange. Go on to explain to them that the sun sends off all the colors combined, which composes a white light. However, when separated by a prism, the beam of white light is separated into bands of color, called the color spectrum. An example of this would be a rainbow. Go ahead and show them how a prism separates the sunlight into many colors and reflects them on the wall. I would
then lead into a discussion of how it is possible to create every color from the three primary colors and black and white. This would lead into an explanation of the project.

**Step-by-Step Plan:**

1. Tell the class that we are going to create a color wheel and use only the primary colors (red, yellow, and blue) to create the other nine colors.
2. Show and display the sample color wheel and explain that yellow is always at the top and then they start from there and work their way around.
3. After showing them the color wheel explain how they will be made. They will begin by drawing a large circle and dividing it into twelve equal portions (spatial). They will then place the three primary colors in the appropriate sections. They will then mix two primary colors at a time and create the secondary colors (orange, green, violet). Once they are put in the appropriate section they will then create the tertiary colors by mixing a primary and a secondary color (intrapersonal).
4. Lead into a discussion on the relationships of colors on the color wheel, which will include complimentary and analogous colors.
5. Explain that complementary colors, when placed together, will enhance the qualities of each other. Also, when mixed together, they will lower the colors intensity or make the hue look duller.
6. Next, ask them what other colors are not on the color wheel (knowledge). After they answer ask them if they know how the other colors could be created from the colors on the color wheel (application). Hopefully, they answer by making them lighter or darker.
7. This will lead into a discussion on tints, created by adding white, and shades, which are created by adding black, to any color will create these colors they mentioned.
8. Show them a value scale of one color of shades and tints.
9. Lead into a discussion on the project.
10. Explain that they will need to create a large rectangle that is seven squares long. They will begin by putting the color they choose in the middle square and then three shades on one side and three tints on the other. When they are done they will have a value scale that ranges from light to dark hues of one particular color.
11. Tell them that a group of hues of that are all the same color base are considered monochromatic colors.
12. When they are done making both the color wheel and the value scale and they are both dry, have them label some of the major terms we went over. For example, have them draw a bracket around a set of analogous colors and label it. Also have them list the six sets of complimentary colors on the side. Have them put an “S” above the secondary colors, a “P” above the primary colors, and a “T” above the tertiary colors. On the value scale have them label the side with the
shades and the side with the tints. Also have them write monochromatic at the top of the sheet (logic).

**Closure:**
End the lesson by letting them know we are going to use the color schemes that we learned and apply them to the next project. Have them be thinking about which color scheme they might want to incorporate.

**Adaptations/Enrichment:**

**Self-Reflection:**