**Title: Color Wheel**

**Grade: 4**

**Materials: paper, crayons, ruler**

**Time: 3 days at 35 minutes Aug. 11 –Sept. 2**

**Visual Art Content Standards**

**4th VA: Cr2.1.4a: Explore and invent art-making techniques and approaches.**

**4th VA: Cr2.2.4a: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.**

**4th VA: Cr3.1.4a: Revise artwork in progress on the basis of insights gained through peer discussion.**

**Objectives**

**Student will make a color wheel starting with the 3 primary colors.**

**Student will add secondary colors to the color.**

**Student will be able to talk with peers about color using art vocabulary.**

**Vocabulary**

**Primary colors, secondary colors, hue, light, colors of the rainbow, complementary colors, warm colors, cool colors**

**Anticipatory set/Pre-assessment:**

**Teacher asks students if they know what color is. Students raise hand to answer question. Teacher asks students how we see color. Students raise hand to answer the question.**

**Art History/ Art Concepts**

**Color is one of the seven elements of art. The elements of art are to artwork like the alphabet is to words. What is color? I will give you a hint. Do you see a rainbow during the day or at night? Light is color. Without light there is no color. Scientist study color and white light. There is even an order of color to the rainbow. Do you know another word for color? Hue is another word for color. What are the 3 primary colors? What are the secondary colors? We will learn about color by making a color wheel.**

**Guided Practice/Teacher Demonstration**

**1st Teacher will have students write their name, table number, teacher name, subject and date on the back of their paper.**

**2nd Teacher will ask the class to name the 3 primary colors. Teacher explains that you cannot make primary colors. They are the first colors. Teacher starts the color wheel demonstration by placing a circle of yellow at the top of the paper and a circle of blue at the lower right of the paper a circle of red at the lower left of the paper. These are the 3 primary colors and we will label each with the letter P for primary. Write *primary* at the bottom of your paper. Now teacher takes a ruler and connects the 3 primary colors together by drawing line that becomes a triangle. Students will begin making the color wheel.**

**Teacher will walk around the room to observe student performance and give feedback.**

**Day 2**

**3rd Teacher will have students add the secondary colors to their color wheel. We can make a second or secondary color by mixing two primary colors together. Look at the color wheel you made last time. When you mix primary yellow and primary blue together you get secondary green. Color the circle of green in between the yellow and blue. Then go to blue and red and color secondary violet in between. Next go to red and yellow and color in secondary orange. Label all secondary colors with the letter S. Write Secondary at the bottom of the paper. Take the ruler draw lines to connect the secondary colors together. You now have a star. In the middle of the star write the words *light and hue.***

**Teacher will walk around the room to observe student performance and give feedback.**

**Day 3**

**4th The colors opposite the primary colors on the color wheel are called complimentary colors. The complementary color of red is green. The complimentary color of blue is orange. The complementary color of yellow is violet. Complementary color equally strong and vibrate when next to each other. When you mix the two complementary colors together they cancel each other out and you get brown, a neutral. Draw a brown line from red to green and from blue to orange and yellow to violet. Then at the bottom write complementary color.**

**Teacher will walk around the room to observe student performance and give feedback.**

**5th Identify the 3 warm colors by drawing a curved line to enclose yellow, orange, red, then write warm colors. Draw a curved line from blue, violet and green and write cool colors. On the back of your paper label the colors of the rainbow using the mnemonic ROY G BIV /red, orange, yellow, green, blue, indigo, and violet.**

**Teacher will walk around the room to observe student performance and give feedback.**

**Check for Understanding/Guided Practice**

**Teacher will check for understanding by observation of each student and giving feedback. Each time the class meets teacher will do a step-by-step demonstration.**

**Assessment**

**Teacher will assess the final artwork with an E for Excellent or an S for satisfactory. Students that earn an E/Excellent completed all 5 steps.**

**Closure**

**Teacher will review the objectives.**

**Differentiation**

**Teacher will help students that are having trouble by re-teaching and individual attention by drawing on a separate paper to help solve the problem.**