

Name: Sarah Lloyd

Week of:

Date of Lesson: (2-3 day lesson)

Subject: Art 1(Grades 8-10)

Content: Intro to Color Theory

Lesson Focus or Major Goal:

In this lesson students will be introduced to Color Theory via a handout containing information and examples on the Color Wheel, Color Values and Color Schemes as well as color theory terms and definitions. The students will also complete labeled examples of their own color wheels, a color value scale using black and white to create shades and tints of their chosen color; their own examples of the discussed color schemes such as: analogous, complimentary, color triads, split-complimentary, warm colors and cool colors. (Monochromatic will be sufficiently created in their color value scale).

Content Standards(s):

2PE: Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

1PR: Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

Previous Assessment Informing Instruction:

The students have completed a value scale in both pencil and charcoal and have been introduced to color, and the color wheel as an element of design in a previous lesson.

Learning Objective(s):

1. The students will be able to identify and label the Color Wheel, Color Values (shades and tints) and Color Schemes (analogous, complimentary, color triads, split-complimentary, monochromatic, warm and cool colors).
2. The students will utilize their knowledge of the element of art: Color by creating their own Color Wheel, a Color Value Scale and examples of the following Color Schemes: analogous, complimentary, color triads, split-complimentary, warm colors and cool colors. (Monochromatic will be sufficiently created in their color value scale).

Academic Language Objective(s):

The students will have the opportunity to incorporate their vocabulary words (color, color wheel, primary colors, secondary colors, tertiary/intermediate colors, hue, intensity, color value, tints, shades, optical color, arbitrary color) in class discussion as well as utilizing their vocabulary by using their words to label their examples.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
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Lesson Plan

Color Theory Questionnaire	No formal grade/formative assessment.	1. The students will be able to identify and label the Color Wheel, Color Values (shades and	Verbal/written feedback.
		<p>tints) and Color Schemes (analogous, complimentary, color triads, splitcomplimentary, monochromatic, warm and cool colors).</p> <p>2. The students will utilize their knowledge of the element of art: Color by creating their own Color Wheel, a Color Value Scale and examples of the following Color Schemes: analogous, complimentary, color triads, splitcomplimentary, warm colors and cool colors. (Monochromatic will be sufficiently created in their color value scale).</p>	

Resources, Materials and Technology:

- Color Theory handout. □ 28” x 36” paper.
- Acrylic paints in red, yellow and blue.
- Paint brushes, rulers, pencils, cups for water, paper towels, paint trays.
- Color Theory Questionnaire.

Lesson Introduction/Motivational Statement:

Introduce students to Color Theory by briefly going over the Color Theory handout, advise students of the importance of understanding color theory and how colors work together as a vital element of art and design to create successful color drawings, paintings or other color art media. Advise students that this

Lesson Plan

practice of creating their own examples gives them a hands on approach at understanding how colors mix as well as practice with acrylics for an upcoming color painting project.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none">• Distribute Color Theory handouts.• Verbally go over the handout by having students read aloud.• Go over objectives for the day which is to draw, label and start painting their examples of the Color Wheel, a Color Value Scale using color of their choice and examples of the following Color Schemes: analogous, complimentary, color triads, splitcomplimentary, warm colors and cool colors. (Monochromatic will be sufficiently created in their color value scale).• Give demonstration for drawing out and labeling the color wheel, the 7 block color value scale and the blocks for the color schemes.• Advise students to gather their pencils, paper, erasers and rulers and go to their seats and start working on drawing and labeling.• Circulate the room and assist/demonstrate or advise where needed.• Any students struggling with the drawing part will be given time to complete as homework or at the beginning of class the following day upon teacher's discretion.• Any student finishing early and having their layouts finished will begin to apply their paint.• Will advise at 8 minutes until the end of class to commence with clean-up activities.	<p>Learning Tasks:</p> <ul style="list-style-type: none">• Students will receive their handouts• Students will take turns reading the information aloud when called upon.• Students will observe demonstration of the day's objectives.• Students will gather their materials.• Students will begin drawing out and labeling their color wheels, color value scale and blocks for color schemes.• Students will gather paint supplies if finished drawing and labeling and then begin painting.• Students will begin class clean-up when advised. <p>NOTE: On days 2 and possibly 3, students will be gathering painting supplies and completing their work so that they turn in a Color Wheel, a Color Scale for all 3 of the primary colors as well as mixing the primary with secondary colors to create "muddy" color scales (yellow w/violet, orange w/blue, red w/green), as well as turning in the 5 different painted examples of the listed color schemes in the lesson objectives.</p>
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Closure Activity:

Teacher will verbally check to make sure that all expectations for the next class are clear, also will check to make sure that all vocabulary and labeling information is understood and question for any misunderstandings or need for clarity prior to going forward.

Reflection: