

Color in Art

Instructional Program for Grades K-4

Teacher's Guide

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***Correlated to the National Content Standards for Visual Arts Education, Grades K – 4**

Color in Art

Instructional Program for Grades K-4

Introduction

This program covers basic information about color in art for early elementary students. The colors of the world around us, the use of color in great works of art, and the emotional impact of color are all discussed in simple terms, and connected to the organizational design of the color wheel. Additional titles in the series include **Line in Art**, **Shape and Form in Art** and **Texture in Art**.

Student Objectives

(Correlated to the National Standards for Visual Arts Education)

After viewing the program, students should be able to...

- Understand that color is an important part of the world around us, and an important element of art
(Content Standards 4, 5, 6)
- Identify and define the Primary Colors
(Content Standards 2, 3)
- Explain how to mix the Secondary Colors from the Primary Colors, and understand their placement on the color wheel
(Content Standards 2, 3)
- Explain how to mix the Intermediate or Tertiary Colors and where they are located on the color wheel
(Content Standards 2, 3)
- Define the color concepts of neutrals, complementary colors, warm and cool colors, values, tints and shades
(Content Standards 2, 3)
- Understand and identify monochromatic and analogous color schemes
(Content Standards 2, 3)
- Appreciate the important emotional impact of color in the world around us, and in works of art
(Content Standard 5)

Color in Art

Chapter Topics from the Program

- 1. Color in Nature and Art**
- 2. Primary Colors and the Color Wheel**
- 3. Secondary Colors and the Color Wheel**
- 4. Intermediate or Tertiary Colors**
- 5. Warm and Cool Colors**
- 6. Values, Tints and Shades**
- 7. Complementary Colors, Complementary Color Schemes and Neutrals**
- 8. Analogous Colors and Analogous Color Schemes**
- 9. Monochromatic Colors and Monochromatic Color Schemes**
- 10. Color and Mood**
- 11. Conclusion and Review**

Suggested Color Curriculum Sequence

Chapter	Topic	K	1	2	3	4
1	Color in nature and art	X	X	X	X	X
2	Primary Colors and the Color Wheel	X	X	X	X	X
3	Secondary Colors and the Color Wheel	X	X	X	X	X
4	Intermediate or Tertiary Colors			X	X	X
5	Warm and Cool Colors	X	X	X	X	X
6	Values, Tints and Shades				X	X
7	Complementary Colors, Complementary Color Schemes and Neutrals			X	X	X
8	Analogous Colors and Analogous Color Schemes			X	X	X
9	Monochromatic Colors, and Monochromatic Color Schemes			X	X	X
10	Color and Mood	X	X	X	X	X

Color in Art

Hands-on Activities

Kindergarten

- Students will enjoy experimenting with **colored tissue papers**. Small cut or torn pieces of tissue can be overlapped and glued to waxed paper with watery Elmer's glue and a brush. Discuss how the transparency of tissue allows tissue colors to "mix". Allow work done on waxed paper to dry and tape to window as simple "stained glass" designs.
(Content Standard 1)
- Do a demonstration of **color mixing** with food color in water.
(Content Standard 1)
- Allow **free experimentation with paint**. Limit colors given and have students notice the mixtures that result.
(Content Standard 1)
- **Crayon resist** is a useful and simple technique for the classroom. Have students draw heavily in crayon and then watercolor over the crayon line in a watery way. One subject idea is an undersea theme with warm colored crayons used for fish and cool colors of watercolor painted over then to represent the ocean. An outer space theme works well with white and bright colors of crayon, overlaid with black paint. Be sure paint is somewhat watery, or it will cover up the crayon.
(Content Standards 1, 2)
- Demonstrate **color blending with crayons**. Whenever you use coloring sheets with the students, encourage experimental layering of crayon colors to achieve blends.
(Content Standard 1)

Color in Art

Hands-on Activities (continued)

1st Grade

- Give students red, yellow and blue tempera paint and mixing trays. Have them paint the **Primary**, and **Secondary** colors mixed from them, onto a **Color Wheel** (see reproducible handout in this booklet.) Demonstrate ways to keep the color sources, water, and brushes clean, and how to use the mixing tray for mixing. **(Content Standards 1, 2)**

- Have student **free paint** with the primary colors. Or, offer separate warm and cool color free painting with either watercolors or tempera paints. Tell the class to paint full sheets with free techniques, and leave not white paper showing. Then have students create **colorful bird collages** from the papers they've created. **(Content Standards 1)**

- Try **magazine collages**: each student selects a favorite primary or secondary color to use for their collage. Students can locate several images in that color to cut, overlap and glue to a sheet of construction paper of the selected color. Then, extend the activity by having students write poems about the color they used (see Sources for Language Arts Activities in this booklet). **(Content Standards 1, 6)**

Color in Art Hands-on Activities (continued)

2nd Grade

- Using a still life set up, offer students a selection of colored construction papers, either analogous colors (for example: orange, red-orange, red, red-purple, plus black and white), or a monochromatic range (for example: light blue, blue, dark blue, black, white). Have them cut or tear compositions based on the still life, using one of the above color schemes.
(Content Standards 1, 2)

- Play short selections of music with different moods, and have students create small (6" x 9") colorful drawings or watercolor paintings to the music. Play the selection once, just for listening, then a second time to paint from. Have students share the finished works. This will allow for comparisons of color moods and an opportunity to use vocabulary that relates to mood. **(Content Standards 1, 5, 6)**

- Give students a copy of the reproducible handout of the **Color Mixing Guide Sheet** that comes with this program. Have students fold a sheet of 9" x 12" white drawing paper into 16 equal rectangles. Students then follow the instructions on the sheet, mixing paints and painting the rectangles with the mixed colors. Use watercolor sets, and teach students to use the mix tray, keep the colors clean, keep their water clean, etc. Also mention how the last sequence of colors will yield neutrals – those grayish or brownish colors mentioned in the program. Explain that one student's "red + orange" may look different from another student's, because of the amounts of the colors used. Everyone should try to "eyeball" the color mixtures to reach what looks correct to him or her. A follow-up activity can be a comparison, and also locating the colors that are on the color wheel. **(Content Standards 1, 2, 5)**

Color in Art

Hands-on Activities (continued)

3rd and 4th Grade

- Give students a copy of the reproducible handout **Color Wheel/ Primary, Secondary and Intermediate Colors** that comes with this program. Have students use only the primary colors to create their color wheel. Stress keeping paint, water, brush and mixing tray clean, so that colors stay pure and un-muddy. **(Content Standards 1, 2)**

- As a class, study one of the artists highlighted in this program:

Claude Monet	August Renoir
Vincent Van Gogh	Paul Cézanne
Wassily Kandinsky	Paul Gauguin

Looking at reproductions of works by the chosen artist, discuss color and how it is used in each painting. Have each student do an interpretation of a favorite work by the artist – but change the media. Instead of painting, have students create their version as a computer drawing, a sculptural assemblage or diorama, or a mobile.
(Content Standards 1, 2, 4, 5, 6)

- **Values, Tints and Shades**
Offer each student a mixing tray containing one primary or secondary color, plus black and white, tempera paint. Have students paint a still life or landscape using this monochromatic color scheme. **(Content Standards 1, 2)**

- Using mirrors, let students create self-portraits on copy paper. After doing a pencil sketch, have students use thin black marker on the lines. Xerox each student's drawing twice. With oil crayons or pastels, students can create different moods by using a different color scheme in each self-portrait: Complementary, Analogous, and Monochromatic. Encourage lots of blending of color. **(Content Standards 1, 2, 3)**

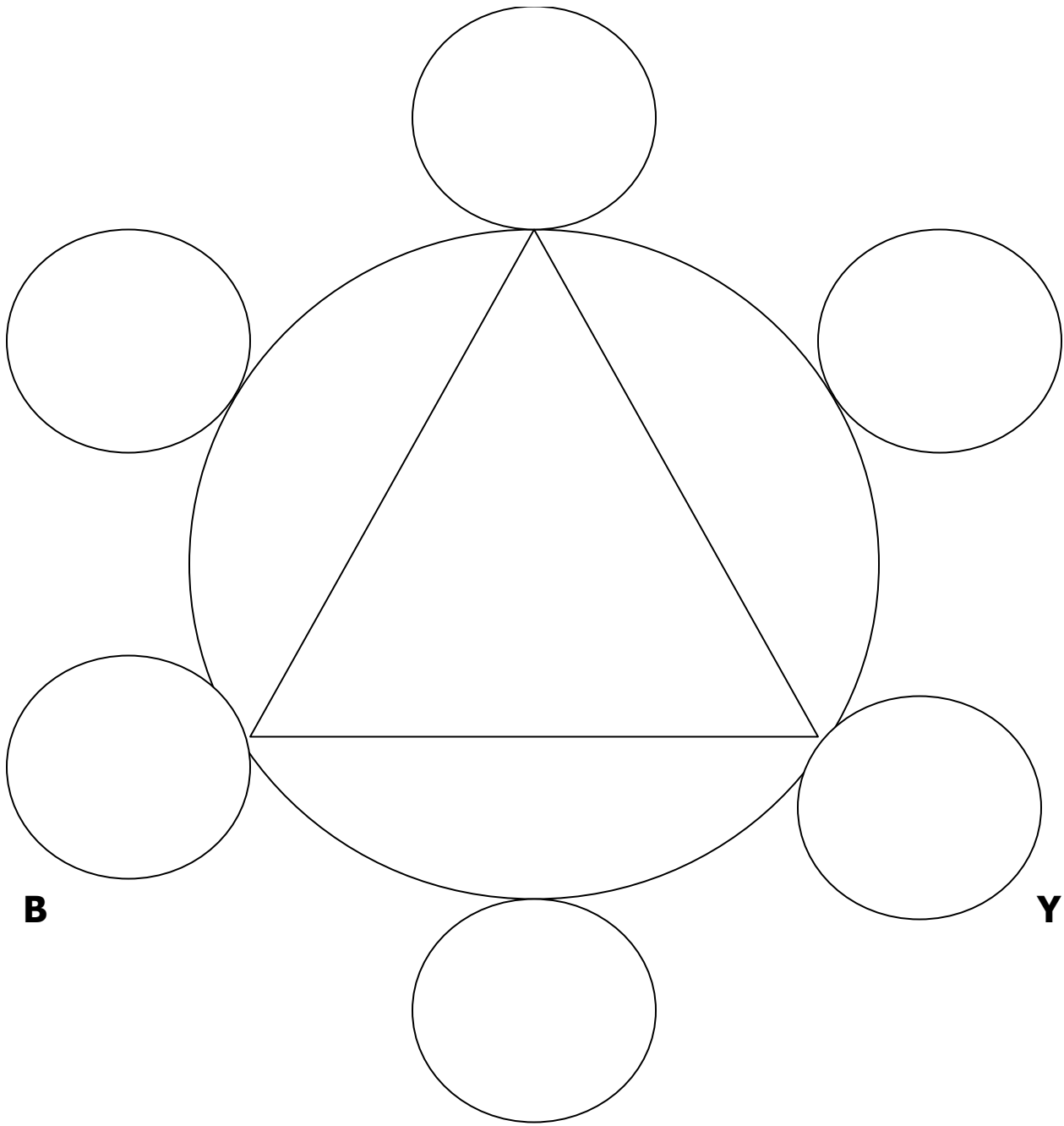
COLOR WHEEL

PRIMARY AND SECONDARY COLORS

Name

Class

R



B

Y

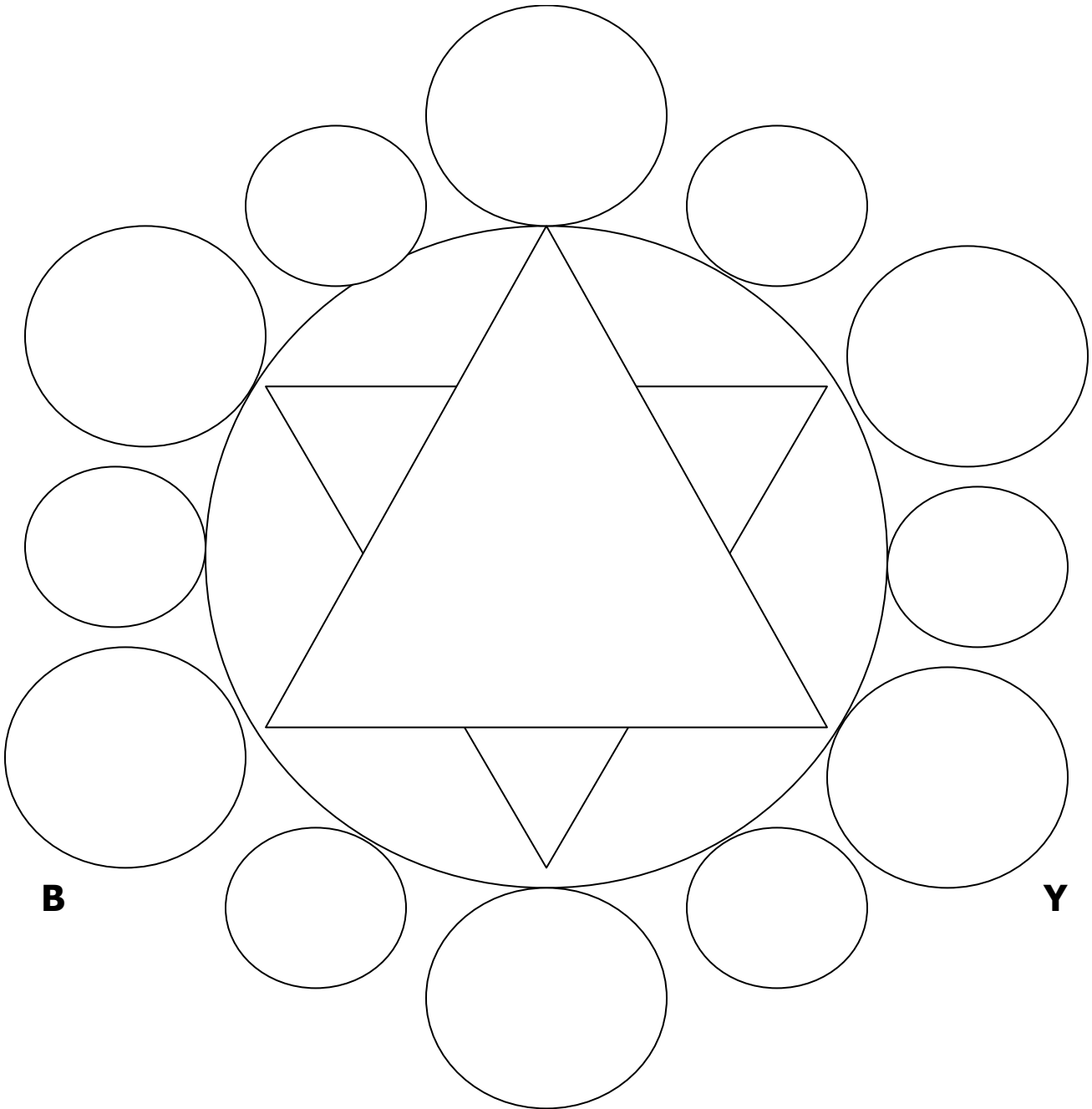
COLOR WHEEL

PRIMARY, SECONDARY & INTERMEDIATE COLORS

Name

Class

R



B

Y

Orange + Green	Blue + Purple	Yellow + Blue	Red + Yellow
Purple + Orange	Yellow + Purple	Yellow + Orange	Red + Orange
Green + Purple	Blue + Orange	Yellow + Green	Red + Blue
Color Mixing Guide Sheet	Red + Green	Blue + Green	Red + Purple

Color in Art

Sources for Language Arts Activities

General Suggestions

Looking at reproductions of paintings is a great way to stimulate the imaginative writing process.

Looking at landscapes

Paintings of landscapes, such as the ones shown in this program, can be used to focus students on the sensory aspects of writing.

- What do you see in this painting?
- What sounds would you hear if you were there?
- What smells might you smell?
- Is it warm, cool, still or windy? What is the season and time of day?

Looking at portraits and pictures of people

Students can write a story about a portrait from the point of view of the person portrayed. For example, in Renoir's **Girl with a Straw Hat**, students may find a character with daily routines like their own, but changed to reflect the year 1908. In Cézanne's **Card Players**, students may find inspiration to write the dialogue for a short skit.

Poetry

Any poem with a set format such as a haiku, cinquain or diamante poem is a great way to work visual art into the writing process.

Resources for Writing Activities

Poetry Projects with Pizzaz, Grades 3-6

By Michelle O'Brien-Palmer, Scholastic Professional Books

Wishes, Lies and Dreams: Teaching Children to Write Poetry

By Kenneth Koch and Ron Padgett, Perennial Publishers

Color in Art

Color Glossary

Analogous Color Scheme – Analogous colors are next to each other on the color wheel. For example, red, red-orange and orange are analogous colors that could be the basis of an analogous color scheme.

Color Wheel – A circular design displaying the colors. Used as an organizational tool by artists.

Complementary Colors – The complementary colors are directly across from each other on the color wheel. They have the strongest contrast, and make each other look their boldest. Red and green are complementary colors.

Cool Colors – Cool colors are colors that remind us of cool things. Blue, green and purple are considered cool colors.

Elements of Art – The elements of art are the basic visual components that make up works of art. The elements of art are: line, shape and form, color and value, texture, and space.

Hue – The pure state of a color. For example, the color pink is a tint (or value) of the hue red. (Note: The term hue is not used in this program in the interest of simplicity.)

Intermediate or Tertiary Colors – Intermediate colors are made by mixing a primary color with a secondary color. For example, red-orange is an intermediate color.

Color in Art

Color Glossary (continued)

Monochromatic Color Scheme – Monochrome mean one color. A monochromatic color scheme is limited to one main color, tints and shades of that color, plus black and white.

Mood – Mood in art means feeling, just as in the real world. Works of art have moods, which can be interpreted by each viewer. The elements used by the artist in the work of art itself are a definite basis for interpretation of mood. Color influences the mood of a work of art very strongly.

Neutrals – Neutral colors are grayish or brownish colors. Complementary colors mixed together will make neutrals.

Primary Colors – The most important colors from which the others are mixed: red, yellow and blue.

Secondary Colors – The colors mixed from two of the primaries: red + blue = PURPLE or VIOLET, red + yellow = ORANGE, and blue + yellow = GREEN.

Shade – Shades are colors that are darkened with black.

Tint – Tints are colors that are lightened with white.

Value – Value is the lightness or darkness of a color.

Warm Colors - Warm colors are colors that remind us of warm things. Red, yellow and orange are considered warm colors.

Color in Art Sites and Books

Sites

<http://www.artsednet.getty.edu/>

<http://www.gettingtoknow.com>

<http://artsedge.kennedy-center.org>

Books

The Art of Colors: For Children and Adults
By Margaret Steele (Editor) and Cindy Esters

Why Is Blue Dog Blue?
By George Rodrigue, Bruce Goldstones

The Blue Rider; The Yellow Cow Sees the World in Blue
(Adventures in Art Series)
By Doris Kutschbach, Andrea P. A. Belloli

Books on artists by Mike Venezia, **Getting to Know the World's
Greatest Artists Series**

Color in Art

Conclusion and Review Questions

- **Try to be aware of color around you everyday.**
- **Notice what effect it has on you and on others.**
- **Do you remember the primary and secondary colors?**
- **Can you explain how to mix the secondary color from the primaries?**
- **What is a monochromatic color scheme?**
- **Which colors seem warm? Which ones seem cool?**
- **Can you name some tertiary or intermediate colors?**
- **What is a tint?**
- **What is a shade?**
- **What is an analogous color scheme?**

Color in Art

Instructional Program for Grade K-4

National Standards for Visual Arts

Content Standards

Grades K – 4

Content Standard #1: Understanding and applying media, techniques, and processes

Content Standard # 2: Using knowledge of structures and functions

Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas

Content Standard #4: Understand the visual arts in relation to history and cultures

Content Standard #5: Reflecting upon the assessing the characteristics and merits of their work and the work of others

Content Standard #6: Making connections between visual arts and other disciplines

Note: To find the Achievement Standards which correlate to these Content Standards, and to learn more about the National Standards for Visual Arts Education in general, the following website is recommended:

<http://www.getty.edu/artsednet/resources/Scope/Standards/index.html>