

**Elk Grove Unified School District**  
**Visual and Performing Arts Resources**  
**Art**

**Grade One: Lesson 2**

**Title: Color**

**Standards Addressed**

**Creative Expression**

*Creating, Performing, and Participating in the Visual Arts*

- 2.2 Mix secondary colors from primary colors and describe the process.
- 2.4 Plan and use variations in line, shape, **color**, and texture to communicate ideas or feelings in artworks.

**Aesthetic Valuing**

*Responding to, Analyzing, and Making Judgments About Works in the Visual Arts*

- 4.1 Talk about their own artwork and the work of classmates, focusing on selected elements of art (e.g., shape, texture, line, **color**).

**Time:** 60-90 minutes (two 30-45 minute sessions)

**Floor Plan:** Regular classroom setting.

**Materials Needed for the Lesson:**

- A copy of the painting, *Good Neighbors*

**Materials Needed for the Art Project:**

- White art paper (8 ½ x 11)
- Red, blue, and yellow paint
- Gallon-sized Ziploc bags cut into two separate pieces (or overhead transparencies)
- Craft sticks
- Black marker

**Purpose:**

To identify secondary colors.

To describe the process of creating secondary colors from primary colors.

**Background:**

The students should know the primary colors and be familiar with the color wheel.

**Key Questions:**

How do we make colors?

**Vocabulary:**

- \* *Primary colors*— red, yellow, and blue. From these all other colors are mixed.
- \* *Secondary colors*—colors that are mixtures of two primaries. Red and yellow make orange, yellow and blue make green, blue and red make violet.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p><b>1 Set up purpose/goals</b></p> <ul style="list-style-type: none"> <li>▪ Introduce Open Court “Homes,” as all the artwork is applicable.</li> <li>▪ “This painting is a picture of homes. Describe for me the kinds of homes you see (houses, barns, a farm). Today we are going to study the colors we see in these pictures.”</li> </ul>	<p><b>How are you making your purpose clear to the students?</b> Directly telling the students they will study color.</p>
<p><b>2 Engage students</b></p> <ul style="list-style-type: none"> <li>▪ Guide the students through a discovery of the primary colors (red, blue, and yellow) in the painting and the secondary colors (purple, green, and orange) in the paintings.</li> <li>▪ Remind the students that primary colors are colors that cannot be made from other colors and secondary colors are colors made from primary colors.</li> </ul>	<p><b>How can I effectively get the students interested in the content of the lesson?</b> Using the art print and discussing colors and content they are familiar with.</p>

<p><b>3 Learning Sequence</b></p> <ul style="list-style-type: none"> <li>▪ ALL colors we know are made from varying amounts of the primary colors, which are red, blue, and yellow.</li> <li>▪ Today we are going to make secondary colors out of primary colors.</li> <li>▪ Using a craft stick and white paper, place a drop of red paint, a drop of blue paint, and a drop yellow paint, as close to the center as possible. <b>NO ONE</b> touches the paint as it is <b>NOT</b> finger paint.</li> <li>▪ Hold a piece of plastic above the three drops of paint.</li> <li>▪ On a “three count,” have the student place the plastic onto the paint. With one hand kept on the plastic, use the other hand to “squish” and “blend” the primary colors to make the secondary colors.</li> <li>▪ Remove the plastic as quickly as possible, because leaving the plastic on the paint too long causes the paint and plastic to join and the paper will rip when separating the two.</li> <li>▪ Remove and place to dry as quickly as possible as it is just too tempting to put little fingers in it.</li> <li>▪ When dry, have the students examine their “blob” to find the secondary colors. (There is often excellent green and orange, but the purple is a little harder to produce.)</li> <li>▪ After examining their own art projects, have each one tell you the new colors that have been made. Outline them with a black marker and label them.</li> <li>▪ Guide the students into realizing: <ul style="list-style-type: none"> <li>◇ <i>Mixing together red and yellow make orange.</i></li> <li>◇ <i>Mixing together blue and yellow make green.</i></li> <li>◇ <i>Mixing together blue and red make purple.</i></li> </ul> </li> </ul>	<p><b>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</b></p> <p>Make secondary colors from primary colors and identify them.</p>
<p><b>4 Assessment</b></p> <p>Assess the students’ understanding of primary colors and secondary colors through class discussion.</p>	<p><b>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</b></p> <p>The students can look for secondary colors in other students’ artwork.</p>