

Visual Learning Segment Template

Grade: 2nd Grade

Activity: Understanding Color/Creating Depth with Color

Central Focus and Essential Questions

Students will develop works of art by understanding the Element of Art: color and learn basic color theory while experimenting with color mixing to create an original work of art.

Essential Questions: What are the characteristics of color? How do colors react when mixed?

North Carolina Essential Standards

2.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.

Language

Language Objective/Function: Students will be able to explain basic color theory and color mixing techniques. They will also be able to explain the process of creating various values to develop form with color.

Key Vocabulary in Lesson: Elements of Art, Primary Colors, Secondary Colors, Tints, Shades, Warm and Cool Colors, Foreground, Background, Form, Value

Key Artwork in Lesson: Bauhaus Color Wheel by Johannes Itten, Sunrise on the Matterhorn by Albert Bierstadt, Mona Lisa by Leonardo Da Vinci, Morning on the Farm by Daniel Keys, Snowman Photos from shutterstock.com

Materials

Drawing Paper, Red, Yellow, Blue, White and Black Crayons, Pencil and Color Wheel Worksheet, Watercolor Paper, Watercolor Paints, Water Cups, Brushes, Salt, Tempura Paints: Red, Yellow, Blue, White, Black, Brushes, Paper Towels

Lesson Considerations

Prior Academic Learning and Prerequisite Skills: Students will have a basic understanding of line, shape, value, and form and will have created artworks using these techniques. This lesson's project will apply those skills learned in previous lessons with the exploration and addition of color.

Misconceptions: Because not all students are at the same level in dexterity, some may have complications in using a paintbrush. I will demonstrate how to use the medium as well as monitoring the students as they apply the paint. I will one-on-one instruction while circulating throughout the class during independent practice.

Lesson Plan 1

Content Objective

Students will be able to explain a basic understanding of the Primary Colors, how to mix secondary colors and the order to apply the colors. They will problem solve how to fit the large crayon into a small space on the color wheel allowing them to have spatial awareness for staying in the lines.

Procedure with Lesson Timeline and Instructional Strategies & Learning Tasks

Instructional Strategies:

I will begin our lesson with the review of the previously learned Elements of Art: Line, Shape, Value and Form. The students will explain what each element is and its definition. After the review, I will introduce the newest element, which is color.

I will begin by asking the students to name the Primary Colors and explain why they are called that. I will be looking for the response that Primary colors are given this name because no other colors can be used to make them. They are the first or the main colors. I will then ask the students to name the Primary colors which are: red, yellow and blue.

Primary colors are used to mix other colors. I will ask the students to explain which colors are created when mixing: red and blue, blue and yellow and red and yellow. I will ask the class what these colors are called. I will be looking for the answer of Secondary Colors.

I will then show the students the "Bauhaus Color Wheel" by Johannes Itten and ask the students to explain what they notice about this color wheel. I will explain that the artist not only mixed the primaries and secondaries, but he also added white to the color, which produced tints. When the artist added black to the color, it created a shade. Tints and shades allow us to have different values of a color.

The students will then develop their own color wheel using the techniques that they just learned. I will explain that they will experiment with mixing these colors by using large crayons. I will explain that by layering the primary colors in a specific order, they can create the secondaries. I will also allow them time to experiment with the order of the mixing so that they can problem solve which order of application of the two primaries yields an accurate secondary. By understanding this order, they will preserve their paint by mixing more efficiently. Their supplies will be available on the table when they arrive.

We will walk through the process of placing the primary colors in the right space, and after this, the students will mix their secondaries. This project will promote problem solving in which students will have to investigate what color needs to be applied first in order the color of their choice. After the primaries and secondaries are created, they will experiment with adding black and white to their mixtures. I will allow the students to investigate the order of applying white or black to their colors.

Independent Practice/Application: Students will independently investigate mixing colors after the placement of the primaries to develop their color wheel. Students will also problem

solve the order of application as well as spatial awareness of controlling their medium in the lines.

Closure/Formative Assessment : Students will critique their work by explaining observations that they made while mixing certain colors.

Lesson Plan 2

Content Objective

Students will create a background by using differing values of color to create emotion in the development of their artwork.

Procedure with Lesson Timeline and Instructional Strategies & Learning Tasks

Instructional Strategies:

We will begin our lesson with the review of the Color Theory and Color mixing from the previous week. I will ask review questions Such as: Who can name what the primary colors are? Explain what makes them primaries? What are the secondary colors? Which color mixtures make which secondary color? Explain the difference between a tint and a shade?

I will introduce and explain another attribute of color which is Color Temperature. I will ask the students if they know what the coldest and warmest colors are. I will inform them that blue is the coldest color on the color wheel and the warmest is yellow-orange. They can remember this by when someone is cold in a cartoon they often turn blue, and the hottest thing in our universe is the sun which is yellow-orange. I will explain to them that we can use color temperatures to create certain moods in our paintings. I will ask the students what moods do they think of when they see the primaries and secondaries on the slide.

I will also briefly explain how images have backgrounds and foregrounds. I will explain that foregrounds are in the front while backgrounds are in the back. I will teach them hand motions for the two words to help them remember them. I will then show the painting by Daniel Keys, Albert Bierstadt, and the Mona Lisa by Leonardo DaVinci and ask the students to identify what is in the foreground and background. I will then have the students compare and contrast the colors in the foreground ground and background. I will explain how colors are lighter as they move back and darker as they move forward.

I will introduce the project by explaining to the students that they are going to develop a background for their snowman that they will develop into a 3D image by using form with value. The students will develop their backgrounds first. I will prompt them with questions: What will you choose your background to look like? What time of day will you choose for your painting? What colors do you see during that time? What colors will you mix to create that mood? Will it be snowing in their painting? We will focus on the sky today. Students will choose what time of day their painting is in and if it contains snow or not. I will have a few examples of photos of snowman scenes for a reference.

I will demonstrate how to use watercolor to create a sky. The students will choose what type of sky they will paint as well as the time of day. After the skies are painted, they will work on adding the details that they chose for their background.

Independent Practice/Application: Students will create their backgrounds by choosing the colors and details used for their background and develop their skies independently applying their knowledge about value, tints, shades, foreground, background, warm and cool colors.
Closure/Formative Assessment : Students will complete an Exit Ticket explaining the moods that they created with their backgrounds and how they developed this mood.

Lesson Plan 3

Content Objective
Students will apply their understanding of form to develop a snowman by applying value to a circle to create spheres for their snowman in the foreground of their painting. Students will also choose all of the accessories and the look of the snowman to make it more personal.

Procedure with Lesson Timeline and Instructional Strategies & Learning Tasks
<p>Instructional Strategies:</p> <p>I will begin the lesson with a few review questions to determine their understanding of value and form. We will review how the direction of the light determines the direction of the shadows. I will bring in a flashlight and white Styrofoam balls to show how the light affects the form and the directions of the shadows. I will ask the students how they will create value with color and review color mixing. This will lead into the review of tints and shades.</p> <p>I will again show the examples of the snowman photos from the previous lesson, but this time I will explain the way the sunlight creates form onto the snowman. I will then assign the next phase in the project in which the students will choose which direction their snowman will be lit and develop form by using various values of color. I will ask the students questions as they are working such as: What direction is the light coming from? Where will the snowman's shadows be located? What accessories will they choose for their snowman? Is it wearing a scarf, hat, mittens, etc.? What colors are those items and does the light affect them as well?</p> <p>Students will have on their table tempera paints consisting of : red, yellow, blue, black and white as well as brushes, a cup of water, paper towels and a plate for a palette. I will pass their previously painted backgrounds back to them. Students will then sketch their snowmen on their drawings. They will develop their snowmen by applying the knowledge of color mixing to their snowman while creating tints and shade.</p> <p>After the projects are complete, the students will clean up and then we will walk around the classroom and observe other students work. The students will give a discourse and critique explaining their work and complement another students project and explain how they achieved depth in their work, how the student developed form on their snowman and what they choose to add as accessories.</p>

Independent Practice/Application: Students will apply form to their Snowman with 3-to create 3-Dimensionality and complete their painting.

Closure/Formative Assessment : We will have an “art walk” around the class to view other student’s artwork. Students will give a discourse and critique explaining their work and complement another classmate that executed the project well.

Assessment of Student Learning:

Assessment Strategy #1:

Alignment with standards/objectives: Evidence of student learning will be assessed during the student’s critique at the end of the project. Does it show an accurate interpretation of foreground and background? Did the student develop form in their snowman by successfully creating value with color? Did the student control the medium?

Assessment Strategy #2:

Alignment with standards/objectives: The project itself is another assessment by visually representing an accurate depiction of the Elements of Art correctly rendered in the final rendering.

Supporting Visual Arts Development through Language

		Planned Language Activities/Supports
Function:	Explain	Students will explain certain elements as discussed in class such as value, form and color and be able to describe how they applied these elements in their artwork.
Vocabulary:	Elements of Art, Primary Colors, Secondary Colors, Tints, Shades, Warm and Cool Colors, Aerial Perspective, Foreground, Middle Ground, Background, Horizon Line, Transition, Chromatic, Form, Value	Students will apply these terms visually in their artwork, and be able to explain their meanings as well as their function within the context of their work.
Discourse and/or Syntax	Discourse and Syntax	Students share the syntax of the process they used to create the final piece and a discourse during a critique at the end of the project reflecting on their project and how they made their project unique to them.

Accommodations and Modifications

I will verbally communicate instruction for the auditory learners while demonstrating for the visual learners. I may have to differentiate instruction for certain learners during one-on-one instruction by personal demonstrations while the students are working independently. I will also look for opportunities for group students that can help one another during their independent work.