

# ABSTRACT COLOR WHEEL

TOPIC : ELEMENTS OF  
ART : COLOR

GRADE : 1ST & 2ND

DURATION : 3 DAYS



## OBJECTIVES:

### CREATING:

- STUDENTS WILL BRAINSTORM AND CREATE ARTWORK INSPIRED BY THEIR FAVORITE COLORS AND SHAPES FROM THEIR DAILY LIVES.

### RESPONDING:

- STUDENTS WILL ANALYZE THEIR OWN ARTWORK AND THE ARTWORK OF THEIR PEERS, IDENTIFYING AND DISCUSSING THE USE OF LINES, SHAPES, AND COLORS IN THEIR ABSTRACT COLOR WHEELS

### PRESENTING:

- STUDENTS WILL PRESENT THEIR COMPLETED ABSTRACT COLOR WHEELS TO THE CLASS, EXPLAINING THE USE OF PRIMARY AND SECONDARY COLORS IN THEIR ARTWORK

### CONNECTING:

- STUDENTS WILL RELATE THEIR KNOWLEDGE OF PRIMARY AND SECONDARY COLORS TO EVERYDAY OBJECTS OR NATURE BY IDENTIFYING AND DISCUSSING THESE COLORS IN THEIR SURROUNDINGS.

# LESSON ACTIVITIES

## DAY 1: EXPLORING TEMPERA CAKES AND BRUSHES

### **MATERIALS:**

- TEMPERA CAKE PAINT IN PRIMARY COLORS
- SHEETS OF PAPER OR PAINTING SURFACES
- VARIOUS BRUSHES
- PRIMARY AND SECONDARY COLOR REFERENCE CHARTS

### **VOCABULARY:**

- PRIMARY COLORS (RED, BLUE, YELLOW)
- SECONDARY COLORS (GREEN, ORANGE, PURPLE)
- COLOR MIXING
- COMPREHENSION

### **INTRODUCTION:**

- BEGIN THE SESSION BY ENGAGING STUDENTS WITH SESAME STUDIO'S "PRIMARY AND SECONDARY COLORS" SONG TO INTRODUCE AND ENLIVEN THE CONCEPT.
- INITIATE A DISCUSSION ON PRIMARY AND SECONDARY COLORS USING REFERENCE CHARTS, ENCOURAGING STUDENTS TO PARTICIPATE BY IDENTIFYING THESE COLORS.

### **DEMONSTRATION/MODELING:**

- SHOWCASE HOW TO UTILIZE TEMPERA CAKE PAINT TO CREATE PRIMARY COLOR CIRCLES ON THEIR INDIVIDUAL SHEETS OF PAPER. EMPHASIZE THE IMPORTANCE OF BRUSH HANDLING AND COLOR MIXING.

### **INDEPENDENT PRACTICE:**

- ALLOW STUDENTS TIME TO INDEPENDENTLY REPLICATE THE PRIMARY COLOR CIRCLES AND EXPLORE MIXING THESE COLORS TO CREATE SECONDARY COLORS. OBSERVE AND ASSIST AS NEEDED.

### **REVIEW/CLOSE:**

- GATHER STUDENTS TO REVIEW THEIR UNDERSTANDING OF PRIMARY AND SECONDARY COLORS. ENGAGE IN A SHORT DISCUSSION ABOUT THEIR EXPERIENCE WITH THE PAINT, ASSESSING COMPREHENSION AND PAINT HANDLING SKILLS.

## DAY 2: CONNECTING COLORS TO EVERYDAY EXPERIENCES

### MATERIALS:

- VARIOUS-SIZED PLASTIC CIRCLE LIDS
- PAPER OR PAINTING SURFACE
- DRAWING TOOLS (MARKERS, PENCILS)

### VOCABULARY:

- ABSTRACT
- CIRCLE
- INTERSECTING LINES

### INTRODUCTION:

- RECAP THE PRIMARY AND SECONDARY COLOR CONCEPTS FROM THE PREVIOUS DAY.
- PRESENT THE CONCEPT OF AN ABSTRACT COLOR WHEEL USING A LARGE CENTRAL CIRCLE AND INTERSECTING LINES.

### DEMONSTRATION/MODELING:

- DEMONSTRATE HOW TO CREATE THE STRUCTURE OF THE ABSTRACT COLOR WHEEL BY USING A LARGE CENTRAL CIRCLE AND EXTENDING LINES OUTWARD TO FORM SECTIONS FOR THE CIRCLES.

### INDEPENDENT PRACTICE:

- GUIDE STUDENTS IN USING DIFFERENT-SIZED PLASTIC CIRCLE LIDS TO TRACE MULTIPLE CIRCLES AROUND THE CENTRAL STRUCTURE WITHOUT OVERLAPPING.

### REVIEW/CLOSE:

- RECAP THE INSTRUCTIONS AND PROVIDE ADDITIONAL GUIDANCE TO ENSURE ALL STUDENTS UNDERSTAND THE PROCESS OF CREATING THE ABSTRACT COLOR WHEEL WITHOUT OVERLAP.

# DAY 3: CREATING THE ABSTRACT COLOR WHEEL

## **MATERIALS:**

- LARGE SHEETS OF PAPER 12X18
- TEMPERA CAKES IN PRIMARY AND SECONDARY COLORS
- ROUND BRUSHES

## **VOCABULARY:**

- ABSTRACT COLOR WHEEL
- PRIMARY COLORS
- SECONDARY COLORS
- LINE
- CIRCLE

## **INTRODUCTION:**

- BEGIN BY REVISITING THE STRUCTURE OF THE ABSTRACT COLOR WHEEL CREATED IN THE PREVIOUS SESSION, REITERATING ITS COMPONENTS AND PURPOSE.

## **DEMONSTRATION/MODELING:**

- MODEL THE PAINTING PROCESS, STARTING WITH YELLOW AND PROGRESSING THROUGH GREEN, BLUE, VIOLET (PURPLE), RED, AND ORANGE. SHOW HOW TO FILL IN THE CIRCLES WITH PAINT.

## **INDEPENDENT PRACTICE:**

- ENCOURAGE STUDENTS TO FILL IN THEIR CIRCLES WITH PAINT, EXPLORING COLOR MIXING WITHIN THE CIRCLES AND EXPERIMENTING WITH DIFFERENT COMBINATIONS.

## **REVIEW/CLOSE:**

- CONDUCT A REVIEW OF COLOR MIXING CONCEPTS, HIGHLIGHTING THE CREATION OF SECONDARY COLORS. ALLOW STUDENTS TO SHOWCASE THEIR ABSTRACT COLOR WHEELS, DISCUSSING THEIR COLOR CHOICES AND MIXING EXPERIENCES.

# ASSESSMENT :

## CREATING:

### COLOR COMBINATION INNOVATIONS

- TASK STUDENTS TO CREATE A NEW SET OF CIRCLES USING COLORS BEYOND PRIMARY AND SECONDARY COLORS, SHOWCASING THEIR CREATIVITY IN COLOR COMBINATIONS.
- EVALUATION FOCUSES ON THE ORIGINALITY, INVENTIVENESS, AND AESTHETIC APPEAL OF THE NEW COLOR COMBINATIONS.

## RESPONDING:

### GROUP DISCUSSION ON COLOR CHOICES

- ENGAGE STUDENTS IN A DISCUSSION WHERE THEY EXPLAIN THEIR COLOR CHOICES, REASONING, AND UNDERSTANDING OF COLOR MIXING WHILE CREATING THE ABSTRACT COLOR WHEEL.
- ASSESSMENT INVOLVES OBSERVING THEIR ABILITY TO ARTICULATE IDEAS, ACTIVELY PARTICIPATE, AND COMPREHEND PEERS' PERSPECTIVES DURING THE DISCUSSION.

## PRESENTING:

### TECHNICAL PROFICIENCY IN PAINTING

- EVALUATE STUDENTS' USE OF PAINT AND BRUSHES TO FILL THE CIRCLES WITH COLORS, FOCUSING ON PRECISION, NEATNESS, AND CONTROL OVER COLOR APPLICATION WITHIN THE DEFINED SPACES.
- ASSESS THEIR ABILITY TO EFFECTIVELY PRESENT THEIR UNDERSTANDING THROUGH THEIR ARTISTIC EXECUTION.

## CONNECTING:

### WRITTEN REFLECTIONS ON COLOR THEORY AND CREATION PROCESS

- REQUIRE STUDENTS TO WRITE A REFLECTION ON THEIR LEARNING ABOUT PRIMARY AND SECONDARY COLORS, DETAILING THEIR PROCESS OF CREATING THE ABSTRACT COLOR WHEEL.
- ASSESSMENT CRITERIA INCLUDE THE DEPTH OF UNDERSTANDING DEMONSTRATED, CONNECTIONS MADE BETWEEN COLOR THEORY CONCEPTS, AND PERSONAL INSIGHTS GAINED FROM THE LESSON.

# STANDARDS:

## CREATING:

- ANCHOR STANDARD 1: GENERATE AND CONCEPTUALIZE ARTISTIC IDEAS AND WORK
  - VA:CR1.1.1A

## RESPONDING:

- ANCHOR STANDARD 7: PERCEIVE AND ANALYZE ARTISTIC WORK
  - VA:RE7.1.1A

## PRESENTING:

- ANCHOR STANDARD 3: REFINE AND COMPLETE ARTISTIC WORK
  - VA:PR3.1.1A

## CONNECTING:

- ANCHOR STANDARD 10: SYNTHESIZE AND RELATE KNOWLEDGE AND PERSONAL EXPERIENCES TO MAKE ART
  - VA:CN10.1.1A