

Color Harmonies - Grade Six

Purpose: Students learn the basics of color theory, the impact of color combinations, and how to work with geometric shapes to create symmetrical patterns.

Materials:

Template
Ruler
Crayons
Scissors
Glue Sticks
Construction paper in color wheel colors
Black construction paper - 9"x9"

Vocabulary:

Complementary - colors that are found across from each other on the color wheel

Analogous - colors that are found next to each other on the color wheel

Triadic - three equally spaced colors on the color wheel

Cool/Warm colors - colors giving the sense of cold or heat - green through purple and yellow green through red purple, respectively.

Primary Colors

Secondary Colors

Tertiary Colors

Session 1

- Present and build a color wheel with the students.
- Discuss complementary, analogous, triadic and cool/warm colors.
- Share images of quilts - discuss how color and shapes are used.
- Show the children a quilt block you created using construction paper and a chosen color harmony. Then show them the exact same design using a different color harmony. Discuss the difference in the blocks.
- Have the students plan an 8" quilt block in the photocopy grid using the different color harmonies. This block design will be produced in construction paper twice - using two different color harmonies. Students

should bring their work to the teacher to be reviewed. For sanity sake, the students should use large geometric shapes for their block.

Session 2

- Using the plans created the prior day. Students will cut out shapes from colored construction paper and assemble their quilt block on a 9" square of black construction paper. There will be a $\frac{1}{2}$ " border in black around the edge of the quilt block. It might be easier to have them create the first block using one color harmony of their choice and only when they are finished should they create the second block in a different color harmony.
- Display the blocks on the floor of the classroom. Have the rearrange the blocks into a pattern. Discuss the choices made and the impact of the colors.

State Standards - 25, 26, 27

LS 25.A.2d - Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; **the principles of rhythm, size, proportion and composition; and the expressive qualities of symbols and story.**

LS 26.B.2d - Demonstrate knowledge and skills to create works of visual arts using **problem solving, observing, designing, sketching and construction.**

LS 27.B.2 - Identify and describe how the arts communicate the similarities and differences among various people, places and **times.**