

Color Wheel - First Grade

"The Purpose is the Process, Not the Product"

Session 1

Materials:

Tempera Paint - Magenta & Yellow Paint jars - 3 per student

Paint brushes - 3 per student Newspaper for table tops

Paper - 70-80# Sulfite Water Jars

Smocks Paper towel

Large color wheel with removable colors

Vocabulary words:

Color Wheel

Primary Colors

Secondary Colors

Mixing

Magenta

Lesson:

Talk with the students about colors that they know. Explain that Red, Blue and Yellow are the three primary colors and that all other colors come from these three colors. Also explain that colors come in all sorts of shades (ie. Apple red, fire engine red or maroon), and the shade of red we use when mixing is magenta. Show a color wheel with just the primary colors filled in.

Each child is given three jars of paint - two jars are for the two primary colors and the third is for mixing the two colors. They are also given three brushes, one for each jar. Part of this lesson is that they learn to keep their colors "clean" and free from the other colors. This can also be

done with a paper plate, but this does lead to only one color at the end of the lesson.

Let the children discover what color the two primary colors create on their own. It does not matter what the kids create, this section should be free form. As the lesson concludes, take a dab of the secondary color paint from one of the students and place it on the color wheel and ask the students to tell you what the color is and how it was created. Ask them to list other items that are also that color.

Have the children help clean up.

Session 2

Materials:

Tissue Paper - Cyan and Yellow	Watered white glue in jars
Paint brushes	Newspaper for table tops
Paper - 70# white sulfite	Smocks
Large Color Wheel with removable colors	

Vocabulary:

Color Wheel
Primary Colors
Secondary Colors
Mixing
Cyan

Lesson:

Review with the students the three primary colors and what they learned in the previous lesson. Discuss that there are different shades of blue (turquoise, sky blue, sea blue, robin's egg blue) and that the shade used for mixing is Cyan.

Each child is given a jar of slightly watered white glue, a paint brush and sheets of tissue paper in two primary colors. Demonstrate how to glue tissue paper to white paper, not necessarily pasting one color over the other.

Let the children discover what color the primary colors create on their own. It does not matter what the kids create, this section should be free form. As the lesson concludes, apply the new secondary color on the color wheel and ask the students to tell you what the color is and how it was created. Ask them to list other items that are also that color.

Have the children help clean up.

Session 3

Materials:

Salt Dough - Magenta and Cyan Newspaper for table tops

Smocks

Large Color Wheel with removable colors

Vocabulary:

Color Wheel
Primary Colors
Secondary Colors
Mixing
Magenta
Cyan

Lesson:

Review with the students the three primary colors and what they learned in the previous lesson.

Each child is given two small balls of salt dough in primary colors. Demonstrate that by kneading the dough together it goes through changes.

Let the children discover what color the primary colors create on their own. It does not matter what the kids create, this section should be free form. As the lesson concludes, apply the new secondary color on the

color wheel and ask the students to tell you what the color is and how it was created. Ask them to list other items that are also that color.

Have the children help clean up.

Salt Dough Recipe

In small ball mix:

1 cup flour

$\frac{1}{2}$ cup salt

2 teaspoons alum OR 4 teaspoons cream or tartar

Simmer in a saucepan:

1 cup water

1 tablespoon oil

1 tablespoon liquid tempera paint (NOTE: Not dark blue - it is sulfur based and is odorous!)

Dump the dry ingredients all at once into the saucepan and stir the mixture together over moderate heat until it has the consistency of thick mashed potatoes.

Remove from heat. Dump dough onto cookie sheet or other heat-proof surface to cool.

When war to the touch, knead until smooth. Let cool completely before storing. Keep in a sealed container when not in use. Makes enough to fill two small margarine tubs.

Session 4

Materials:

Printed color wheels	Tempera paints Magenta, cyan and yellow
Large Color Wheel	Large paper plates
Paint brushes	Smocks
Water Jars	Newspaper for table tops
Paper towels	

Vocabulary:

Color Wheel	Magenta
Primary colors	Cyan
Secondary Colors	Mixing
Pallet	

Lesson:

Review with the students the three primary colors and what they learned in the previous lessons. Show them your color wheel. Talk about how the color wheel was developed back in the 1700s and has been used by artists ever since.

Distribute the materials to the students. The paper plates serve as the pallets and the paints should be in the same order as they are applied onto the color wheel (for example: clockwise from the top: magenta, then yellow, then cyan). If the six hole paint trays are available, this are very helpful in coordinating the colors.

Demonstrate painting the three primary colors onto the color wheel. Have the children paint in the primary colors onto their color wheels. Make sure that all the children have their colors in the same order, as it will get confusing later.

Review the secondary colors and where they would fall on the color wheel. Working on one color at a time, demonstrate mixing the colors and

painting on the color wheel. Have the children mix their colors on the pallet and paint them onto their color wheel. Be aware of children who will paint the wrong secondary color between two primaries. Have extra sheets available if necessary. Move onto the next color. Let the color wheels dry.

Option: Continue the lesson with discussion of Cool & Warm Colors, complimentary colors and analogous colors.

Have the children help clean up.

Illinois State Standards - 25 & 26

25.A.1d - Identify the elements of line, shape, space, **color** and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.

26.A.1e - Identify media and tools and how to use them in a safe and responsible manner **when painting**, drawing and **constructing**.

26.B.1d - Demonstrate knowledge and skills to create visual works of art using **manipulation**, **eye-hand coordination**, **building** and **imagination**.