

CONCEPT MAP OF UNIT

In this unit, we will learn about skin tones, ethnic origins, and how we learn to respect one another for the beauty within us. We start out our unit learning about colors generally, which will lead to a discussion of cultural diversity and learning and appreciating more about our origin stories.

TOPIC

We are more than the colors of the rainbow; we are beautiful

TEACHER

GRADE

STANDARDS

CCSS.ELA-LITERACY.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

OBJECTIVES

Students will learn about primary and secondary colors.

Students will be able to experiment to create a color they like from the color wheel.

Students will be able to learn and apply language specific to visual arts.

RESOURCES

Chart paper

Washable paint

Paintbrushes

Aprons for students

Paper

Paper plates to serve as palettes

California Visual Arts Standard

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.

2.1 Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

VOCABULARY

Arts vocabulary

Primary color

Secondary color

Roy G Biv

Mnemonic device

PROCEDURES

1. At circle time, ask the students to look at their colorings of “Roy G Biv” and comment on what you notice about how they used color, ideally using arts language like bold, subdued, depth of color, outline, complementary color, etc. Add these art terms to your vocabulary box on the chart.
2. Review with the students what they learned in class the previous day about favorites, rainbows, mnemonic devices, etc.
3. Ask the students if they had any discussions with their parents about rainbows and colors or noticed anything at home when talking about color.
4. Note with the students that another way of thinking about color might be to think about how we make colors. Today you will be pretending that you are artists, which is why you started using arts vocabulary.
5. Ask the students if they know any other art specific terms to put in the vocabulary box. They may know artist names, words like museum, abstract art, photography, etc.
6. Return with the students to the process of making colors by asking “Do any of you know how we make colors?”
7. Guide them through understanding how we start with the primary colors, red, yellow, and blue, by using some washable paint on chart paper. Place them at three different points, making a triangle.
8. At the chart paper, ask the students what they think might happen if you mix red and yellow. After you get some responses, do it so that students can see that mixing the two creates orange.
9. Ask the students, in the same way, about what happens when you mix yellow and blue. Do it so that students can see that mixing the two creates green.
10. Ask the students, in the same way, about what happens when you mix blue and red. Do it so that students can see that mixing the two creates purple.
11. On the chart paper, you should have primary colors in a triangle on the outside and an inner triangle with secondary colors. Share with the students the vocabulary for these colors and say them aloud. The primary colors are yellow, red, blue. The secondary colors are orange, green, purple.
12. Bring out a [color wheel](#) to place next to the chart paper. Ask the students how might we make a color like yellow-green? At their desks, using paint, ask them to do make the primary colors, do the secondary colors, and then choose a color on the color wheel to try to make.
13. After giving them some time to make the color of their choice, ask them what they tried to make, what they tried to get that color, and what they might do differently. Ask the students to try to use some of the art vocabulary that they learned.
14. Ask the students: Has your favorite color changed to a different color on the color wheel? For homework, they should try to find 5 examples of their favorite color in the world.

REFLECTIONS

Enter your additional information here