

Color and Value:

Part 1: Color

Materials:

- PowerPoint on Color
- YouTube on Andy Goldsworthy
- Color Wheel template 1 (2 versions)
- Color Wheel template 2
- Magazines
- Glue Sticks
- Markers
- Tacks
- Assessment worksheet

Objectives:

- Perceive and identify a variety of color and how they interact with each other
- Identify the difference between primary and secondary colors
- Identify what 'complimentary colors' are
- Discuss the work of Andy Goldsworthy and his use of color in his artwork
- Create a complimentary color wheel in the style of Andy Goldsworthy

Scope and Sequence:

Introduction:

- Have students take notes from PowerPoint on Color that gives vocabulary and examples
- Have students watch **You Tube or Rivers and Tides** and take notes on Andy Goldsworthy

Engage:

- Show students an example of the color wheel they are going to create
- Give a short demo on how they are going to create their color wheel
- Have students use magazines to **tear** (no scissors!) out the 6 different colors on the color wheel (red, orange, yellow, green, blue, and purple). They will use glue to paste and layer their colors in the appropriate sections. There will be several options for shapes their color wheel can be. Students will then outline their color wheel in black, and cut around the edges. They will then take a second template and color in with markers a second color wheel. When they are done they will use tacks and pierce through the center of each wheel to create a spinning complimentary color wheel.
- Have students hang up color wheel and marvel at how awesome they all are.

Assess:

- Give students a short worksheet answering the following questions:

- Which colors are 'primary' colors?
- Which colors are 'secondary colors'?
- What PRIMARY colors would you mix to get the following SECONDARY colors?
 - Green:
 - Purple:
 - Orange:
- What are the complimentary colors of :
 - Red:
 - Orange:
 - Yellow:

Part 2: Value

Materials:

- PowerPoint
- Value Handout
- Pens
- Colored Pencils
- Markers

Objectives:

- Identify the differences in value.
- Identify and explain how value is important to artworks.
- Demonstrate different methods of creating value

Scope and Sequence:

Introduction:

- Have students take notes from PowerPoint that gives vocabulary and examples
 - Encourage students to draw examples in their work

Engage:

- Have students fill out a worksheet on black/white value with pens using different techniques (line, crosshatching, pointillism, 'letters', and shading)
- Have students fill out a second worksheet using color to create value using colored pencils

Part 3: Practice Color

Materials:

- Watercolors
- Paintbrushes
- Computer paper
- Watercolor paper (5x7)

Objectives:

- Be able to mix secondary colors from primary colors
- Be able to confidently use watercolors

Scope and Sequence:

Part 3.1

Introduction:

- Show students how to mix colors. Talk about which colors make secondary colors

Engage:

- Give students red, yellow, and blue. Let them know that they will have to mix their own secondary colors.
- Have students create a painting on computer paper that uses all 6 colors on the color wheel. They can paint whatever they want.

Part 3.2

Engage:

- Give students a demonstration on the artwork they will be making. They are creating a watercolor that uses all 6 colors of the color wheel. They will brainstorm a simple image and draw it 6 times on their watercolor paper after they get the image approved. Talk about 'cliché' and what images are not good to use (heart, stars, lightening bolts, ying-yangs). The images can vary slightly (size, expression), but must be essentially the same image. After they draw their image 6 times on their watercolor paper they will use the 6 colors on the color wheel to paint it. They can paint it in any way they want as long as all 6 colors are used.

Part 4: Combine Value and Color

Materials (4.1):

- Computer paper
- Watercolor paper (5x7)
- Black Markers
- Watercolors
- Brushes

Materials (4.2):

- Fabrics
- String for sewing
- Needles for sewing
- Beads/found objects
- Scissors

Materials (4.3):

- String
- Needles
- Scissors
- Branches from nature
- Screw eye-hooks
- Assessment/reflection worksheet

Objectives:

- Observe and discuss how color and value work together to create artworks
- Create a work of art that combines color and value using pointillism and combining media with fabric and nature

Scope and Sequence:

Part 4.1:

Introduction:

- Show students different works of art that use pointillism and color to create value
- Show students an example of the finished work they'll be making. Explain that this project has multiple steps, starting with a pointillism self-portrait.

Engage:

- Give students a demo on how to create an abstract-pointillism self-portrait using markers and watercolors
- Have students brainstorm and practice drawing themselves on computer paper. Remind them that this self-portrait is abstract so it does not have to look like them. Instead, it just needs to represent them somehow and how they see themselves.
- Have students create their own self-portrait using pointillism, markers, and watercolors.
 - Students are eventually going to cut out around their self-portrait and sew it onto a fabric background, so they only need to paint their POSITIVE SPACE.
 - Their self-portrait can only use one color. (The color of their background will use complimentary colors.)
- Have students CAREFULLY cut out their self-portraits.
- Have students create at 2-3 self-portraits in this style, depending on how thoughtfully they are working.

Part 4.2:

Introduction:

- Show students different works of art that use fabric to create collage

Engage:

- Do a demonstration on cutting fabric and sewing.

- Have students look at different objects that they can sew onto their portrait. They can use beads, parts of photographs, string, etc. to create an interesting composition
 - Students must have at least 3 objects to sew onto their project. 1 bead=1 object
- Have students cut out different shapes and forms to create an interesting background for their self-portrait
 - Students must have at least 5 shapes cut out.
 - Emphasize craftsmanship and not just cutting out tiny shapes to ‘get done quick’
- Have students carefully sew on their self portrait and then sew on their different shapes to create an interesting background

Part 4.3:

Introduction:

- Talk to students about framing 2-D work. Show students the difference between a work that is ‘finished’ vs. ‘complete’ by a frame or hanging

Engage:

- Take students out on a nature walk where they can gather a branch each to hang their artwork.
- Bring the students back to class and have them sew the top of their portrait onto their branch.
- Help students screw in two eye-hole screw onto their branch to hang their artwork on string.

Assess/Reflect:

- Have students hang up their artwork and marvel at everyone’s work
- Lead a discussion about what was successful about the artworks
- Have students do a small written self-reflection answering the following questions:
 - What were the materials used for your project?
 - What parts to you think were successful and why?
 - What would have changed and why?
 - Are you proud of your project?