

Lesson Plan: A World of Color!!
Suggested Grades: Primary & Special Education
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Discipline: NYS Learning Standards

English Language Arts (ELA)

Standard 1: Language for Information and Understanding

Standard 3: Language for Critical Analysis and Evaluation

Standard 4: Language for Social Interaction

The Arts – Visual

Standard 1: Creating, Performing, and Participating in the Arts

Standard 2: Knowing and Using Art Materials and Resources

Standard 3: Responding To and Analyzing Works of Art

The Arts – Music

Standard 3: Listening, Responding and Commenting on types of Music

COMMON CORE LEARNING STANDARDS

Speaking and Listening

Comprehension and Collaboration

Presentation of Knowledge and Ideas

Language Standards

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Use

GENERAL OBJECTIVES

- The student will learn about primary colors.
- The student will learn about secondary colors.
- The student will explore various works of art and identify primary and secondary colors in these art pieces.
- The student will create a primary and secondary color wheel using various materials.

PREPARATION

1. Resources/Materials

- a. Access to the Castellani Art Museum
- b. Children's Story Book, *The Art of Colors* by Cindy Estes
- c. Visual Thinking Strategies (handout); optional

2. Art Materials

- a. Crayons
- b. Pre cut and pre lined color wheels on white paper
- c. Assorted color construction paper

- d. Assorted color ribbon
- e. Assorted color tissue paper
- f. Assorted color ink pads
- g. Pieces of wallpaper or color swatches
- h. Sand paper
- i. Buttons
- j. Pipe cleaners
- k. Paint
- l. Paint brushes
- m. Any other colorful materials that can be included
- n. Glue
- o. Tape

TOUR LAYOUT

1. Beginning Activity

- a. Introduce and read *The Art of Color* by Cindy Estes
- b. After the story, discuss the primary colors (red, yellow & blue) and how these three colors make up all the colors in the world; include secondary colors (purple, green & orange)

2. Tour

- a. Examine various works of art discussing primary colors and secondary colors within each work of art.
- b. After a tour of the museum exhibitions, disseminate art materials
- c. Students will create their own color wheel including primary and secondary colors

3. Accommodations

- a. Individual accommodations can be made.
- b. Provide visual prompts (pointing) & verbal prompts during the viewing of the art exhibitions.

EXTRA RESOURCES/ EXTENSIONS

- 1) *My Many Colored Days* by Dr. Seuss – can extend discussion and lesson further into emotion and the connections with color.
- 2) Music & Dance – can extend discussion and lesson further into color connections and music; different beats and sounds can reflect different colors; dance moves reflect different colors and emotions
- 3) Children could create an “Emotion Book” with the use of color and have each page reflect a specific emotion and color. Or children could create a “Color Book” with the use of colors and all things related to those colors on each page.
- 4) Discovery Box
 - a. Teacher could create a discovery box for colors and emotions or each separately
 - i. Students engage in analysis, interpretation, evaluation and critical thinking about items in the box and how each item relates in isolation and together.