

**Unit 2: Color Wheel**  
Teacher Name: Marie Dunkle

Written for grade level: Kindergarten

Unit Big Idea: Color Wheel

Unit Summary: Introducing the color wheel

Essential questions: What is the color wheel? What is a primary color? What is a secondary color? What is a warm color? What is a cool color? What is a tertiary color?

National Core Arts Standards that jive with this big idea: VA:Cr1.1.Ka, VA:Cr2.1.Ka, VA:Cr3.1.Ka, VA:Re.7.1.Ka, VA:Cn11.1.Ka.

Objective(s):	Content (what students must know/understand):	Process (how students will learn this information):	Assessment (how will I know if students get it?)
VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.	Students will be expected to engage in exploration and imaginative play with materials.	Students will be introduced to this idea through in class work and experimentation time and interaction with peers.	Students will demonstrate their knowledge by engaging in exploration and imaginative play with materials
VA:Cr2.1.Ka Through experimentation, build skills in various media and approaches to art-making.	Students will be expected to build skills in various media and approaches to art making through experimentation.	Students will be introduced to this idea through in class work time, experimentation, and interactions with peers.	Students will demonstrate their knowledge through building skills in various media and approaches to art making through experimentation.
VA:Cr3.1.Ka Explain the process of making art while creating.	Students will be expected to explain the process of making art while creating.	Students will be introduced to this idea through in class peer interactions.	Students will demonstrate their knowledge by explaining the process of making art while creating.

VA:Re.7.1.Ka Identify uses of art within one's personal environment.	Students will be expected to identify uses of art within one's personal environment.	Students will be introduced to this idea through in class discussion and learning activities.	Students will demonstrate their knowledge by identifying uses of art within one's personal environment.
VA:Cn11.1.Ka Identify a purpose of an artwork.	Students will be expected to identify the purpose of an artwork.	Students will be introduced to this idea through in class discussion and learning activities.	Students will demonstrate their knowledge by identifying a purpose of an artwork.

Describe a potential summative (end of unit) performance task: Students will make a classic and color mixing color wheel.

### **Lesson Plan: Introduction to color wheel**

Estimated amount of time required for this lesson: One cycle day

Learning Objective(s): Students will learn all about the color wheel and color theory.

Materials and Resources: Large color wheel, pizza rounds, plates or cardstock, circle tracer, rulers, white paint, tempera paint, pencils.(Can substitute paint for marker or other materials)

Vocabulary: Color, Color Wheel, primary color, secondary color, tertiary color, color mixing.

Procedures/Content: Students will be given a short demonstration and lecture about color, and then prep their surfaces to make their very own color wheels. They will divide their wheel into 6 sectioned triangles with pencil and a ruler. The students will then be shown how to finger-paint their colors (ROYGBV) into their color wheel. When finished finger-painting, students will wash their hands, put wheels on the drying rack, and if there is time left over we can play some color matching or color related games and activities.

Assessment: Students will be assessed through class discussion, games and related activities that will recall their knowledge.

### **Lesson Plan: Mixing colors**

Estimated amount of time required for this lesson: One Cycle day

Learning Objective(s): Students will learn about mixing colors together on the color wheel.

Materials and Resources: Large color wheel, pizza rounds, plates or cardstock, circle tracer, rulers, white paint, tempera paint, pencils.

Vocabulary: Color, Color Wheel, primary color, secondary color, tertiary color, color mixing, muddy.

Procedures/Content: Students will be given a short demonstration and lecture about mixing color, and then prep their surfaces to make their very own mixed color wheels. They will divide their wheel into 6 sectioned triangles with pencil and a ruler. The students will then be shown how mix and to finger-paint their colors (ROYGBV mixes) into their color wheel. When finished finger-painting, students will wash their hands, put wheel on the drying rack, and if there is time left over we can play some color matching or color related games and activities.

Assessment: Students will be assessed through class discussion, games and related activities that will recall their knowledge.

### **Lesson Plan: Finishing up**

Estimated amount of time required for this lesson: One cycle day

Learning Objective(s): Students will learn about mixing colors.

Materials and Resources: Large color wheel, pizza rounds, plates or cardstock, circle tracer, rulers, white paint, tempera paint, pencils, glue.

Vocabulary: Color, Color Wheel, primary color, secondary color, tertiary color, color mixing, muddy.

Procedures/Content: Students will choose a large piece of construction paper, cardstock, or mat board to glue their color wheels side by side. Students will be asked to put their names on the back of the new surface, and students who are not ready to glue can catch up on what they have missed. Students who finish early may play the color activities again, or partake in an early finisher activity.

Assessment: Students will be assessed through class discussion, games and related activities that will recall their knowledge, as well as a rubric.