



## LESSON 1

**Art Topic:** Color Basics!

**Objective:** To help students gain a general understanding of what it means to observe, organize, and combine colors using the color wheel as our foundational artistic tool.

**Vocabulary:** color, observe, organize, combine, mix, color wheel, compliment, analogous, primary colors, secondary colors, temperature, hot, cold, feel

### Supplies\*:

- Copy of Color Wheel (<https://mrprintables.com/printable-color-wheel.html>) or see blank version attached with lesson plans.
- YouTube Video of Basic Color Wheel Understanding (<https://www.youtube.com/watch?v=eGrGkJtSLsk>)
- Fun color mixing videos for additional inspiration:  
<https://www.youtube.com/watch?v=yu44JRTIxSQ>  
<https://www.youtube.com/watch?v=-PgMk1EzVkk>
- Blank paper (If you do not print out an online copy, have student draw their own color wheel outline on a blank sheet of paper).
- Pencil and eraser
- Paint (at least red, blue, and yellow), Markers, or Crayons
- If using paint, you will need: brushes, palette or other waterproof surface for paint, water jar, paper towel

### Steps:

- 1) Define Color: “The definition of **color** is a component of light which is separated when it is reflected off of an object. An example of color is the blue in a rainbow.” You want to communicate that without light, we could not see color! [www.yourdictionary.com](http://www.yourdictionary.com)
- 2) Ask student: Do you see color all around you? What colors do you see? Once student has named several colors, you can transition to talking about the word **organize** and **color wheel**.
- 3) Artists and scientists like to **observe** and **organize** things in the world! To observe means to look closely at. One of the things they have observed and organized are colors. Our eyes only see some colors. There are actually other colors our eyes cannot see – they are invisible to the human eye, but some animals and insects have a whole different way of seeing colors. (At this point, you can insert your own research or understanding of animals and colors). To **organize** something means to put it in a certain order. One of the tools artists have used to organize colors is called the **color wheel**. The color wheel is a simple illustration showing how colors can be organized in relationship with one



Live Coal Gallery 3<sup>rd</sup> Grade Lesson Plans for InsideOut Literary Arts Project  
Created by Yvette Rock

another. The basic color wheel has six colors in it. There are certain words used to describe the relationship these colors have with one another:

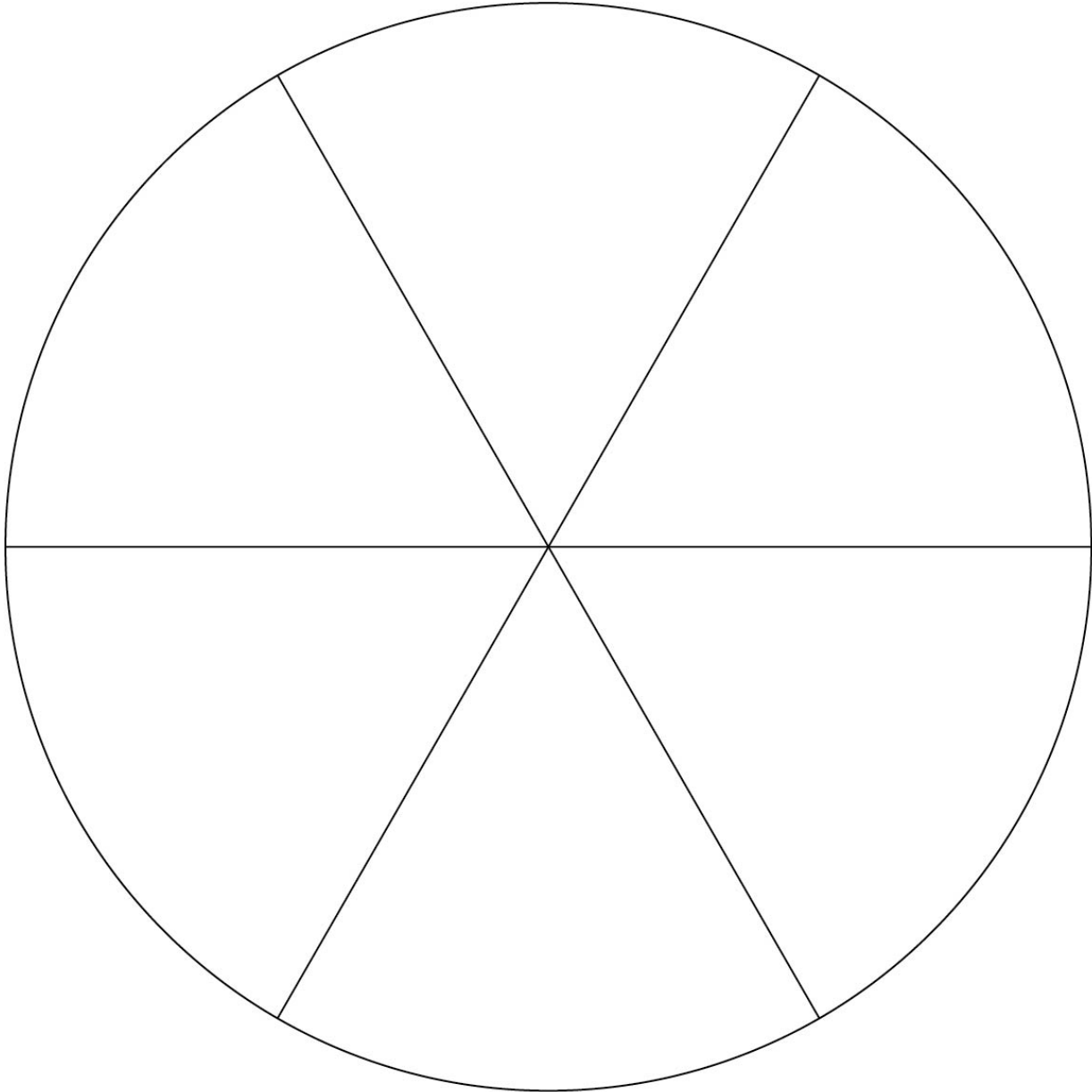
- a. **Complimentary Colors:** these are colors that are opposite one another in the color wheel such as red and green, purple and yellow, blue and orange.
- b. **Analogous** (pronounced [ə'naləgəs]) Colors: these are colors that are similar or next to each other on the color wheel – like next door neighbors!
- c. **Primary Colors:** these are the three most basic colors that are used to make the other colors in the color wheel. They are red, blue, and yellow. We do not mix colors to get pure red, blue, or yellow.
- d. **Secondary Colors:** these are the three colors made when you mix certain pairs of primary colors. Red + Blue = Purple, Blue + Yellow = Green, Red + Yellow = Orange.
- e. **Temperature:** colors can be thought of in certain temperatures; they can be called **hot** or **cold**. Hot colors are red, orange, and yellow. Cold colors are blue, purple, and green. When you use these colors, they can make you **feel** a certain way. Ask students to tell you how the color red makes them feel or the color blue, etc.

4) Creating the color wheel!

- a. Using pencil, draw outline of color wheel on blank paper (or use an online version or attached copy).
  - b. If using paint, have student fill in each “pie” section in this order. Please make sure they wash and clean brush between paints.
    - i. Fill in red
    - ii. Fill in yellow
    - iii. Fill in blueTHEN MIX THE FOLLOWING COMBINATIONS TO GET SECONDARY COLORS
  - iv. Mix Red + Yellow to get Orange (it’s much more effective to add a little red to more yellow, but have student experiment to get the orange they like)
  - v. Mix Yellow + Blue to get Green
  - vi. Mix Blue + Red to get Purple
- c. Hang to dry!
  - d. If you are not using paint, have student fill in “pie” section in same order as above using marker or crayon and explain mixing process.



Live Coal Gallery 3<sup>rd</sup> Grade Lesson Plans for InsideOut Literary Arts Project  
Created by Yvette Rock



Live Coal Gallery • Color Wheel



## LESSON 2

**Art Topic:** Colors All Around Me!

**Objective:** To help students gain a general understanding of what it means to observe, organize, and combine colors using the color wheel as our foundational artistic tool. In this lesson, students will build on what they learned in lesson one using real-life objects.

**Vocabulary:** color, observe, organize, combine, mix, color wheel, compliment, analogous, primary colors, secondary colors, temperature, hot, cold, feel

### Supplies\*:

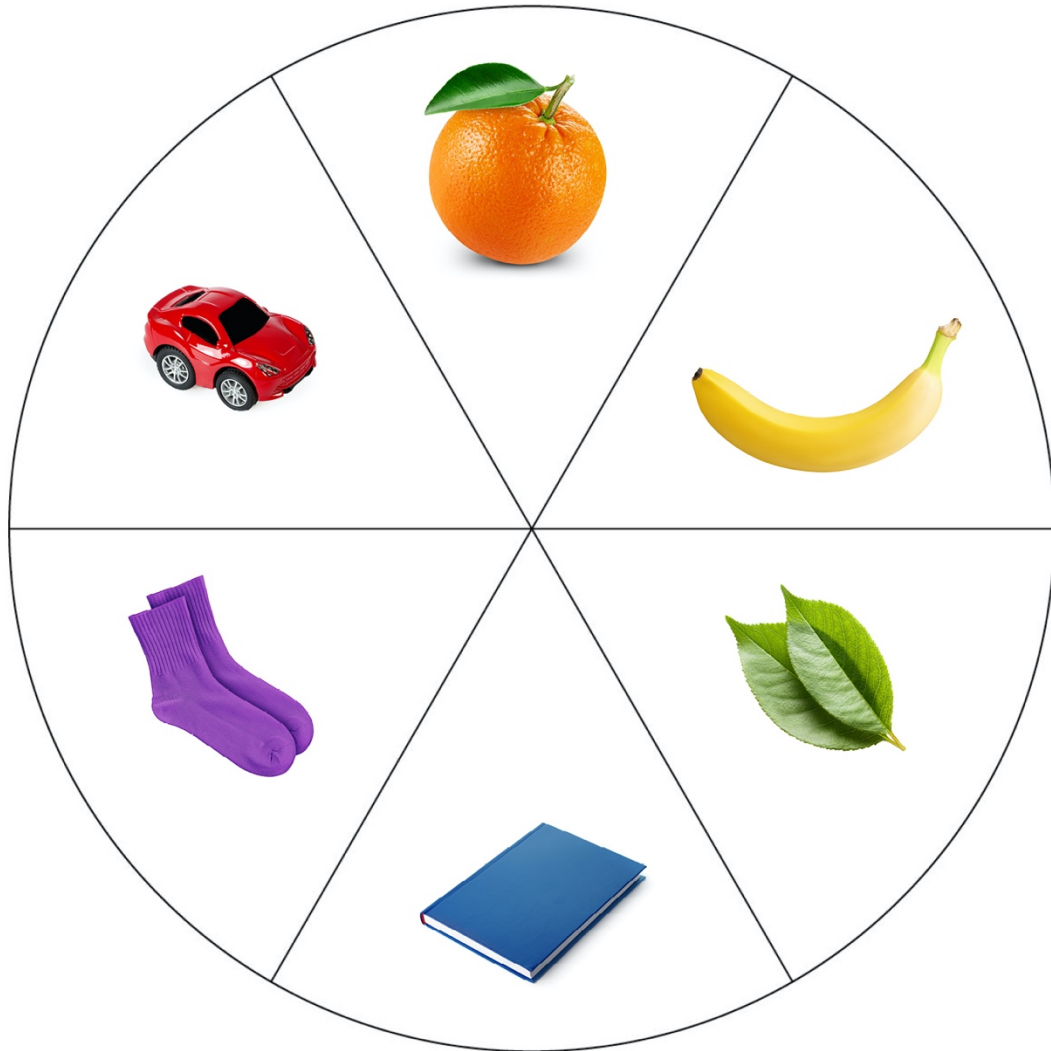
- Finished color wheel lesson from Lesson 1
- Various household objects representing all six colors of the color wheel

### Steps:

- 1) **Review Lesson one** being sure student has a good grasp on the color wheel. Look at the color wheel the student made and ask some questions to help confirm their knowledge. Examples include: Tell me what this is called? (point to color wheel – answer: color wheel). What do we call these three colors? (point to red, yellow, blue – answer: primary colors). What do we call these three colors? (point to purple, blue, green – answer: secondary colors). Continue this as long as you would like and have student's interest!
- 2) Tell student they are going to create a color wheel using everyday household objects and supplies. They are going to be artists and scientists researching and observing what they have in their home.
- 3) Using their color wheel, have them collect objects from various parts of the house – like a scavenger hunt! They will collect red, orange, yellow, green, blue, and purple items. If you're comfortable, fruits and vegetables make a great addition. You may place a clean tablecloth on a table to do this or for an even greater adventure, do it large-scale on the floor. Places and objects that have lots of colors include: toy bins, closets, refrigerators, school supplies, book shelves, utility drawers, and shoe cubbies. The goal is that the child is learning to observe the world around them and see that we can organize certain things in specific ways. Once they have organized all their objects (try to find at least three samples of each color), consider taking a picture of the household object color wheel! You can ask them more color wheel questions when they are done.



**Objects inside color wheel (sample)**





### LESSON 3

**Art Topic:** Colors Have Feelings, Too!

**Objective:** To help students gain a general understanding of what it means to observe, organize, and combine colors using the color wheel as our foundational artistic tool. In this lesson, students will build on what they learned in lesson one and two by learning about color temperature as it relates to emotions. They will be creating a “hot” and “cold” self-portrait to further grasp the concepts.

**Vocabulary:** color, observe, organize, combine, mix, color wheel, compliment, analogous, primary colors, secondary colors, temperature, hot, cold, feel, self-portrait, portrait, emotions, mood.

#### Supplies\*:

- Blank paper
- Pencil and eraser
- Markers, crayons, paints(at least red, blue, and yellow), or colored pencils
- If using paint, you will need: brushes, palette or other waterproof surface for paint, water jar, paper towel
- Mirror (for self-portrait)
- For extra lesson: various colored clothes
- Samples of Pablo Picasso’s “blue period” art:  
[https://en.wikipedia.org/wiki/Picasso%27s\\_Blue\\_Period](https://en.wikipedia.org/wiki/Picasso%27s_Blue_Period)
- How to draw a self-portrait videos:  
<https://www.youtube.com/watch?v=3ouiumHlnmA>  
<https://www.youtube.com/watch?v=8egu9J4n1s>

#### Steps:

- 1) Review lesson one and two with student, reflecting on basic concepts.
- 2) Introduce idea of “Colors Have Feelings, Too!” The idea is to teach student that colors can produce certain **feelings** in people depending on how that person perceives the color. A person can experience different **emotions** such as happy, sad, excitement, etc. based on the “**mood**” of the piece of art.
- 3) Introduce Pablo Picasso. Picasso was a Spanish artist born in 1881. He is one of the most famous artists in the world! For about three years, he painted a lot of paintings called “The Blue Period.” Look at the online reference. Ask the student questions about the pieces they see such as: A) What colors do you see? B) How do they make you feel? C) What do you think the artist was trying to say? D) If he painted them all red (or insert another color), would they feel differently?

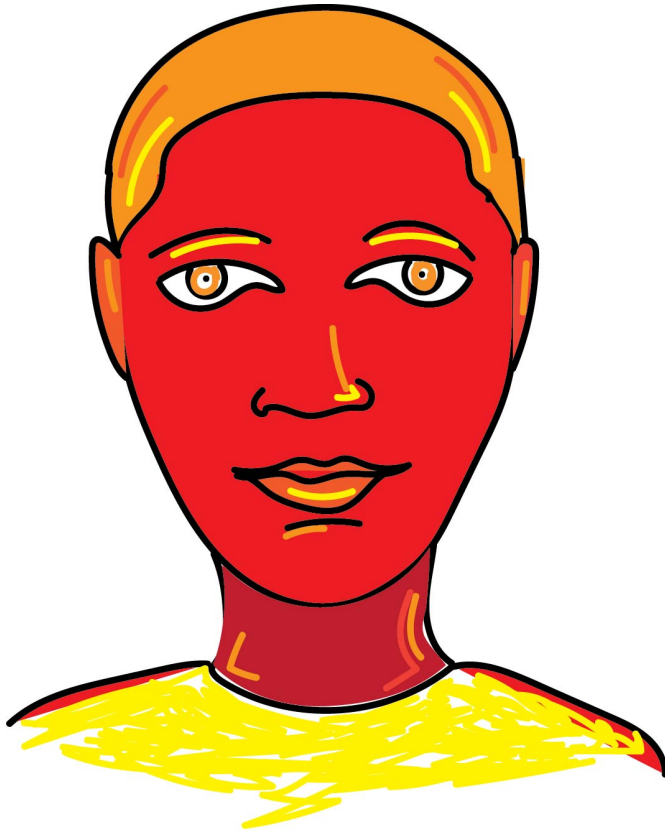


Live Coal Gallery 3<sup>rd</sup> Grade Lesson Plans for InsideOut Literary Arts Project  
Created by Yvette Rock

- 4) Introduce the idea of **self-portrait**. You are going to create a self-portrait. What do you think a self-portrait is? (Answer: a picture of myself.) Feel free to use provided YouTube links to help student learn the basics of portraiture. You are going to use a mirror to create your self-portrait. If no, mirror, student can use his or her own imagination!
- 5) Once student has completed basic drawing/outline of self-portrait, ask them what the three hot colors are on the color wheel? (Answer: red, orange, yellow.) Using selected color supply (paint, marker, crayon, or colored pencil), have student use hot colors to color in their self-portrait. Repeat this by having them create a second portrait, but use cold colors (Purple, Blue, Green.)
- 6) Please note that this project can be a two-day project! One day can focus on hot colors and another day on cold colors.
- 7) See included samples.

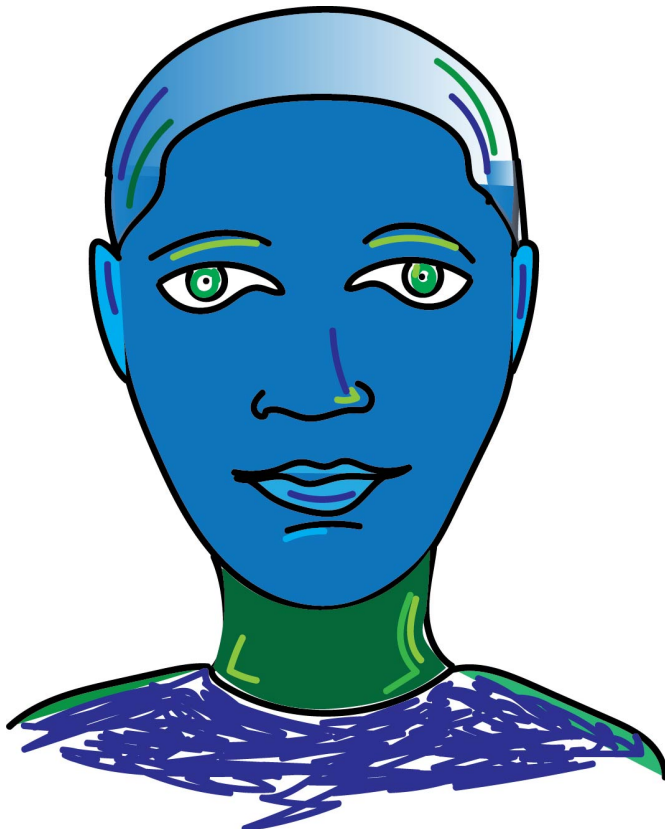


Live Coal Gallery 3<sup>rd</sup> Grade Lesson Plans for InsideOut Literary Arts Project  
Created by Yvette Rock



*“Hot Colors” Portrait*

© 2020 by Live Coal Gallery



*“Cold Colors” Portrait*

InsideOut Literary Arts Project. It is unlawful to sell  
[ideoutdetroit.org](http://ideoutdetroit.org) or [www.livecoalgallery.com](http://www.livecoalgallery.com).

© 2020 by Live Coal Gallery





Live Coal Gallery 3<sup>rd</sup> Grade Lesson Plans for InsideOut Literary Arts Project  
Created by Yvette Rock

\*Where items are not available, try to find substitutes so student can still gain an understanding of basic concepts. For example, if you do not have paint, use markers or crayons. For all external links included in lesson plans, please review websites before showing to your child. We are not liable for content on each link and website associated with the lesson plans as we are not the original authors. Links have been provided as a way to help guide and supplement lesson plans.

Special Note: We would love to highlight student work! Please take a photograph of student's finished project and email to [livecoaldetroit@gmail.com](mailto:livecoaldetroit@gmail.com). Live Coal Gallery will create an online gallery of student work on our website and other social media. Please note that by emailing photographs, you give Live Coal Gallery, InsideOut Literary Arts Project, and Detroit Public Schools Community District permission to print, publish, and advertise student work in digital and/or hardcopy form. Thank you for support!



Live Coal Gallery 3<sup>rd</sup> Grade Lesson Plans for InsideOut Literary Arts Project  
Created by Yvette Rock

Lesson 2