

Lesson Title & Arts Area	True Colors
School & Grade Level	9 th -12 th grade
Arts Educator Lesson Designer	Glenna Barlow Manager of Education
Short statement about designer & lesson development	Glenna Barlow Glenna has a Master's of Science in Elementary Education from the University of Mary Washington as well as a Master's of Art in Art History from Virginia Commonwealth University. She was certified to teach K-6 and has years of experience teaching children of all ages and in various museums. This lesson was developed for the Columbia Museum of Art and has been revised to incorporate modifications for remote instruction.
Unit Description Big idea? Essential questions?	Lesson Description: This lesson will focus on examining color theory both by examining work of modern artists and in creating compositions with various color schemes. Big Idea: Experimenting with various color groupings allowed artists to explore color's physical, emotional, and spiritual impact on a viewer.
South Carolina Standards Addressed	VA.CR.AL.1, CR.AM.1, CR.IM.2, CR.IH.2, CR.AL.2, P.IH.3, P.AL.3, R.IH.5, R.AL.5, De.C NH.7
Instructional Objectives	Students will be able to create four mini-sketches that demonstrates four main color schemes and choose one as the subject for a finished work of art.
Vocabulary	<ul style="list-style-type: none"> • Analogous – colors that are next to each other on the color wheel; they provide harmonious color combinations with little contrast • Complementary – two colors that are opposite one another on the color wheel, used to provide contrast or create emphasis • Tetradic – color schemes made of four colors that are equidistant on the color wheel (forming a square) • Triadic – Color schemes made of three colors that are equidistant on the color wheel (in other words the three points create an equilateral triangle); these trios are thought to produce high contrast
Description of Instruction	Instructor will introduce the theme of color in art. The instructor will show examples of works of art that incorporate examples of various color schemes to different effects. Students will create their own works that incorporate varied color schemes. Students will be shown examples and a completed project for reference. Students will be instructed on how to properly and safely use all materials to be used in this project.
Procedure	The instructor will introduce this project by showing examples of other works of art and discussing major themes with the group. Students will be shown a finished example for the students to reference. The instructor will go over all the key terms and give a step by step demonstration on how to complete this project. The instructor will: <ol style="list-style-type: none"> 1. Give a brief introduction to the subject, discussing how artists first began studying color in earnest and how it's perceived by the human eye. Draw comparisons between different versions of Albers' squares (both technically and emotionally). Use the True Colors image collection for reference. 2. Introduce each of the four color schemes, drawing from examples and asking

	<p>students to identify various pairs and groupings in works of art. Underscore what the impact is of the color choices the artists made.</p> <ol style="list-style-type: none"> 3. Explain that students will be creating their own still life image four ways, each time using a different color scheme (complementary, analogous, triadic, and tetradic) as their guiding principle. Have students fold a 9x12" or 12x18" sheet into quarters, reserving one quadrant for each color scheme. Ask students to choose similar objects for their still lifes but to be sure that it's clear which color scheme is being highlighted in each example. <ol style="list-style-type: none"> a. If students are working remotely and do not have access to traditional drawing or painting materials, encourage them to use a favorite online drawing platform or app. 4. If students would like more individual practice getting comfortable with the color wheel and groupings, encourage them to visit the interactive websites below (see reference materials). 5. Once students have created their smaller four-in-one sketch, ask them to reflect on which they feel is the most successful or one they would like to pursue as a final piece. 6. Have students present their work, identifying color pairs and groupings. Ask them to explain why they chose the combination they did and how their work progressed in the larger, more polished final piece. <p>Extension: Ask students to consider if or how they would incorporate neutral hues and shades like blacks, whites, or grays.</p>
Assessment	Ensure that students are correctly using materials and that the four-in-one sketch accurately conveys the appropriate types of color schemes.
Materials Needed	<ul style="list-style-type: none"> • Paper • Drawing materials (colored pencils, oil pastels, crayons, etc.) • Still life objects to sketch • Optional: tablet or laptop
Resources	CMA True Colors image collection Image guide Examples
Reference Material	<p>Interactive Color Wheel https://thevirtualinstructor.com/members/interactive-color-wheel/ Interactive Color Theory Game https://color.method.ac/ Bauhaus on Color: Getty https://www.getty.edu/research/exhibitions_events/exhibitions/bauhaus/new_artist/form_color/color/ Josef Albers Lectures on Color https://albersfoundation.org/teaching/josef-albers/lectures/</p>