



## AERO:SBC Primary Colors Unit

Subject/Course: Visual Arts

Grade Level: K.G

Topic/concept: Primary Colors

Estimated Time Required: 4 - 5 Classes

### **Desired Results:**

#### **1. Standard(s) and relevant Benchmark(s)**

**CREATING ART: Use the creative processes and the language of art to communicate through a variety of media and techniques**

##### **1.1 Use the creative process to plan, organize and problem solve.**

a. Use observations and experiences, both spontaneously and deliberately, to plan and create art.

##### **1.4 Develop skills and craftsmanship with materials, tools and techniques**

a. Purposefully experiment with materials and techniques to produce a range of artwork.

#### **2. Enduring understandings**

\*Artists make thoughtful choices in creating works of art.

\*Artists use a variety of media techniques and process as tools to communicate.

3. What essential or unit questions will prompt curiosity and focus?

\* What gives color to all the things we see in nature?

\* What are the three colors when you mix produce all the other colors in the color wheel?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

\*Identify the primary colors.

\* Apply the primary colors using different materials and techniques to produce an art work.

**Evidence of Learning:**

**1. Description of the culminating task (summative assessment):**

| <b>Check List for Primary Color Unit</b> | <b>comments</b> |
|--|-----------------|
|--|-----------------|

**Identifies the primary colors**

|        |  |  |
|--------|--|--|
| Blue   |  |  |
| Red    |  |  |
| Yellow |  |  |

**Applies the primary colors with:**

|         |  |  |
|---------|--|--|
| Crayons |  |  |
| Paper   |  |  |
| Paint   |  |  |

**Uses the following techniques**

|   |  |  |
|---|--|--|
| Applies color within the shape/form               |  |  |
| Folds paper to attain flower form                 |  |  |
| Uses primary colors and explores secondary colors |  |  |

**Finish and Craftsmanship**

|              |  |  |
|--------------|--|--|
| Outstanding  |  |  |
| Satisfactory |  |  |
| Average      |  |  |

**Instructional Plan**

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

3 – 4 classes (45 minutes each class)

## DAY-1

- \*Talk about the primary colors; Discuss enduring questions and essential questions.
- \* Discuss light is the source of color.
- \*Show color split of light through prism.
- \*Inform through projector primary colors produce secondary colors – overlap color transparencies.
- \*Identify objects in red, blue and yellow; Identify and relate objects to primary colors e.g. Apple is red, sky is blue, sun is yellow etc.

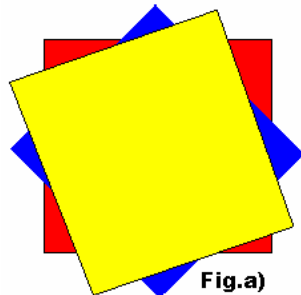
## DAY-2

- \*Review primary colors (question and answer).
- \*Crayon Activity – Students choose a visual (animal, fruit or vegetable) for one of the primary colors in mind and say it loud.
- \* Crayon of that primary color is scraped into bits or shavings. Student draws the visual in mind on an A4 size sheet and spreads out the crayon shavings within the lines of the drawing.
- \* As each student is ready with the primary color visual, teacher uses an iron box placing butter paper on the crayon spread visual to melt the color onto the paper. If one color is done they move to the next primary color.

Formative Assessment: Teacher observation in the use of colors and material while students try to spread the crayon to represent the visual. Give feedback to improve the shape /form.

## DAY-3

- \*Continue crayon activity if not complete.
- \*Start on primary color paper activity. Teacher first demonstrates and then students are given 3 squares pieces of tissue paper (1Blue, 1red and 1yellow). These are placed one on top of the other as in figure. a); by placing the thumb in the center the 3 colored pieces of paper are squished around the finger to shape like a flower; gradually pulling off the finger the center tip is twisted to stay intact. Students learn to place the thumb in the center and twist the paper tightly to get the desired flower form.



## DAY-4

### Painting activity:

- \*Demonstrate basic water color technique to show the light and dark values of a hue.
- \* Demonstrate the mixing of primary colors to produce secondary colors.
- \*Students create a landscape A4 size using only primary colors.
- \*Explore primary colors.
- \*Look at the artworks (end result) and talk about their experiences arriving at the secondary color effects.

### Summative Assessment:

- \*Checklist
- \*End Products