

#10536

THE POWER OF COLOR

LEARNING ZONE EXPRESS, 2000
GRADE LEVEL: 6-13+
18 MINUTES
1 INSTRUCTIONAL GRAPHIC INCLUDED



DESCRIPTION

Discusses why color is the most powerful tool in decorating and creating a personal image. Explores basic color principles, while unraveling some of the confusion surrounding color. Discusses the color wheel and color combinations, the attributes and psychology of color, and types of color schemes. Also covers hue, tint, tone, and chroma. Includes tips for selecting and using color effectively.

ACADEMIC STANDARDS

Subject Area: Visual Arts

- Standard: Uses critical and creative thinking in various arts and communication settings.
 - ♦ Benchmark: Knows ways in which different sources are used to produce art forms (e.g., personal experiences, thoughts, and feelings; real and imaginary sources; nature and the constructed environment; experimentation; events; the human senses of sight, hearing, smell, touch, and taste).
- Standard: Understands and applies media, techniques, and processes related to the visual arts.
 - ♦ Benchmark: Applies media, techniques, and processes with sufficient skill, confidence, and sensitivity that one's intentions are carried out in artworks.

Subject Area: Science

- Standard: Understands the sources and properties of energy.
 - ♦ Benchmark: Knows that waves (e.g., sound, seismic, water, light) have energy and can transfer energy when they interact with matter.
 - ♦ Benchmark: Knows the range of the electromagnetic spectrum (e.g., radio waves, microwaves, infrared radiation, visible light, ultraviolet radiation, x-rays, gamma rays); electromagnetic waves result when a charged object is accelerated or decelerated, and the energy of electromagnetic is carried in packets whose magnitude is inversely proportional to the wavelength.

INSTRUCTIONAL GOALS

1. To understand art terminology.
2. To understand color symbolism.
3. To create an original monochromatic painting.
4. To determine the connection between color and emotion.

VOCABULARY

- | | |
|-----------------------------|--------------------|
| 1. chroma | 7. secondary color |
| 2. complementary color | 8. tint |
| 3. electromagnetic spectrum | 9. tone |
| 4. hue | 10. ultraviolet |
| 5. infrared | 11. value |
| 6. primary color | 12. wavelength |

BEFORE SHOWING

1. Introduce the color wheel (see INSTRUCTIONAL GRAPHIC) and definitions of color schemes.
2. Decorate your room using various colors. Have students write the first word they think of when they first see a particular color. Share what was written with the class.
3. Choose a color. Demonstrate to the class how different hues are made from color by adding different quantities of white (tinting) or black (shading). Place a small amount of a color of paint on your palette. Mix in a small amount of white paint. Move over on the palette and do the same thing only adding more white (tint) to your color. Make several hues with your color.
4. Discuss the similarities between graffiti and ancient hieroglyphics. How do they each tell a story or recount history?

AFTER SHOWING

Discussion Items and Questions

1. What are we really seeing when we see color?
2. What is another word for the name of a color?
3. What are the three primary colors?
4. What are the three secondary colors?
5. What are colors that are made from mixing a primary and a secondary color together?
6. What are colors called that are opposite from each other on the color wheel?
7. Name a pair of complementary colors.
8. What do opposite, or complementary, colors make when mixed together?
9. What is the lightness or darkness of a color referred to?
10. What does adding black do to a color?
11. What is *chroma*?

C a p t i o n e d M e d i a P r o g r a m

12. What are three warm colors? What are three cool colors?
13. What colors induce excitement or stimulate the appetite? What colors are calming?
14. What is a scheme?
15. What is the scheme that uses one color, or hue, in a range of lightness and darkness?
16. What is the scheme that uses colors that are close to each other on the color wheel? Give an example.
17. Which colors, warm or cool, make colors look smaller? Which make colors look larger?

Applications and Activities

1. Hand out the color wheel. (See INSTRUCTIONAL GRAPHIC.)
2. Cut, paste, and label each color scheme. Name three matching colors, including a light, medium, and dark color. (Use magazines.)
3. Have students survey people outside the classroom about their favorite and least favorite color. Share the results with the class.
4. Have students create a monochromatic painting. (Refer to BEFORE SHOWING 3.)
 - a. First, have them think of a favorite spot and decide on a color that place envisions.
 - b. Second, have the students pretend that they are feeling apprehensive or uncomfortable in their favorite spot. What color comes to mind?
 - c. Third, have them imagine seeing the scariest thing they've ever seen. What color is this emotion?
 - d. Fourth, have students choose one of these colors to create a painting.
 - e. Fifth, give each student a piece of paper, his/her choice of one color of paint, white and black paint, a palette, and a brush.
 - f. Sixth, have the students create large overlapping geometric shapes and fill them in with their new hues using different brushes.
 - g. Finally, have the students cover the paper completely with the new hues.
5. With the permission of the school, have the class paint a hallway, cafeteria wall, etc., with pictures that reflect the school (both past and present).

INSTRUCTIONAL GRAPHIC

- THE COLOR WHEEL

RELATED RESOURCES

Captioned Media Program

- [*Computer Art Projects for Young People: Volume 1, Ages 7-13 #10485*](#)
- [*Computer Art Projects for Young People: Volume 2, Ages 7-13 #10486*](#)
- [*Tinting for a Color Match #9449*](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **NAMES OF COLOURS**

<http://www.yaelf.com/colour.shtml>

Provides a list of colors that when you select one, the page displays that color.

- **COLOR MEANINGS**

<http://desktoppub.about.com/cs/color/a/symbolism.htm>

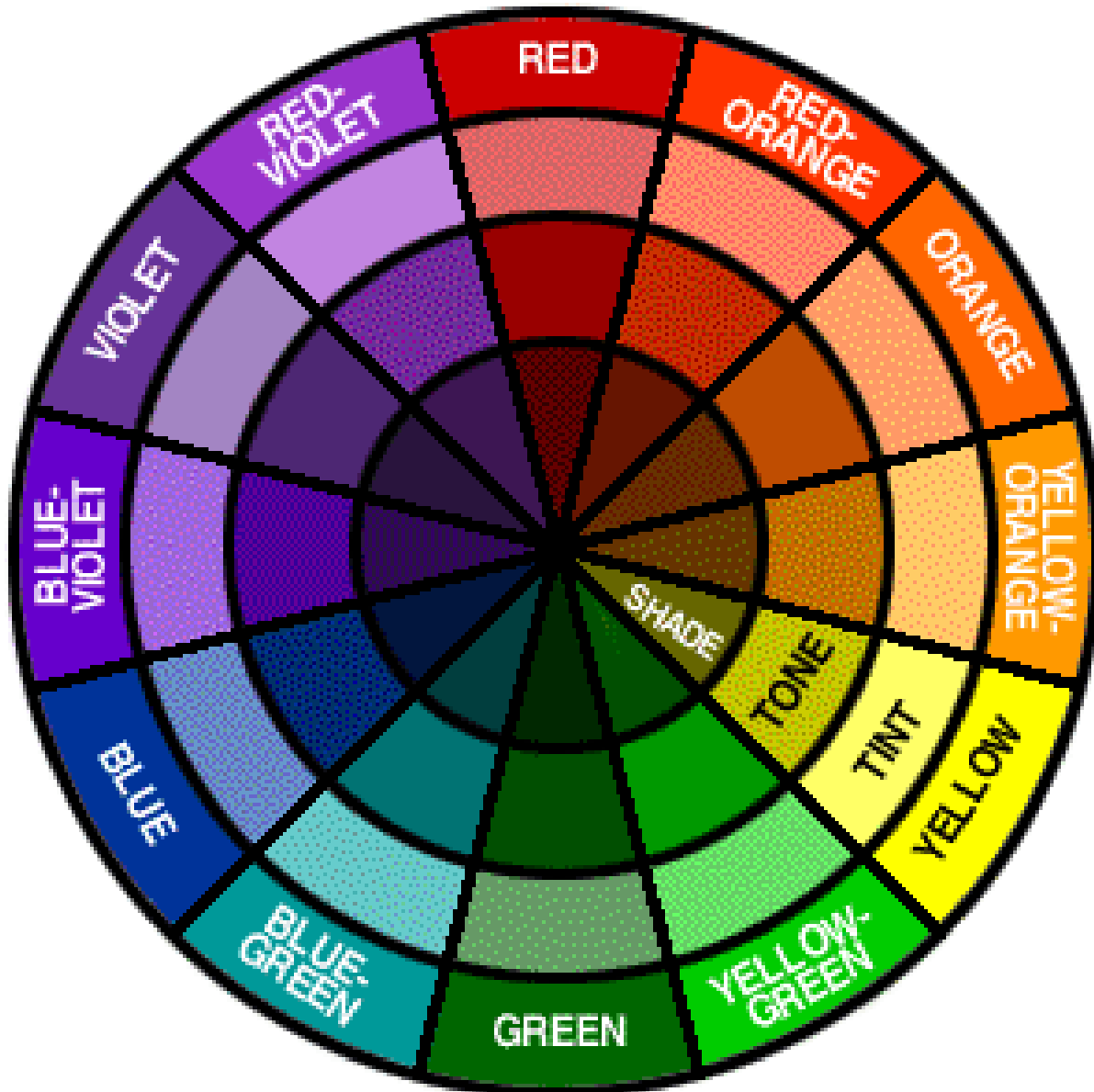
Discusses color meanings and reactions people have to certain colors.

- **SYMBOLISM OF COLOR**

<http://www.princetonol.com/groups/iad/lessons/middle/color2.htm>

Provides a “Color Theory Interactive,” as well as links to “Causes of Color” and “Pigments Through the Ages.” Lists the meaning of color in various cultural groups.

THE COLOR WHEEL



Captioned Media Program

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