

Color

Principle: Color

Concept: Colors are grouped into warm and cool categories.

Objective: Students will learn to identify warm and cool colors through sight, taste, and smell. They will learn to identify the visual temperature expressed by different colors. Students will create two side-by-side designs, one with warm colors and one with cool colors.

Supplies:	<ul style="list-style-type: none">✓ White drawing paper cut into 8" diameter circles (2 per student)✓ Black Markers✓ Oil Pastels divided into warm and cool colors✓ Glue sticks✓ Black construction paper for mounting 12" x 18"✓ Pencils for names on back✓ Hair spray for fixative✓ See below for additional items you will need to have
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Pre-class Prep:	<ul style="list-style-type: none">• Cut enough 8" circles to provide 2 per student. A template for the circle is available in the first grade folder. Use a Sharpie to make a small black dot in the approximate center of each circle. This will help the children find a starting point for their designs.• Collect a variety of warm smelling and tasting items – candles, spices, cinnamon red hots, spicy chips, etc.• Collect a variety of cool smelling and tasting items – peppermint tea bags, Vick's vapor rub, mints, green apple jelly beans, etc.• Divide the chalkboard into 2 sides. One side write warm color: colors that remind us of the sun. The other side write cool color: colors that remind us of ice. Tape warm and cool colors on the board as well as the color wheel.
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Set-Up:	<ul style="list-style-type: none">• Create "warm" and "cool" color tables (see below)• Distribute glue sticks and pencils• Have white circles (2 each) and black construction paper (1 each) ready to distribute, but wait until after the demonstration.
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Prints: 12, 19, 41, 48, 49, 93

Samples: See First Grade Art Folder

Lesson: **The HOT table has:**

- Oil pastels in warm shades (red, pink, orange, tan, brown, yellow, and some purples)
- Black markers

- Warm-smelling stuff – candles, spices, etc.
- Warm-tasting stuff that you provide – cinnamon red hots, spicy chips, etc. (check the bin in the art room labeled “First Grade Warm & Cool Colors” to see what you may want to use for this lesson.

The COOL table has:

- Oil pastels in cool shades (blues, greens and some purples)
- Black markers
- Cool-smelling stuff that you provide – peppermint tea bags, Vick’s vapor rub, etc.
- Cool-tasting stuff that you provide – mints, green apple jelly beans, etc.

You may wish to coordinate with the other first grade parents who will be teaching this class so that leftover stuff (especially food items) can be placed in the bin for other first grade classes to use.

Step 1: Divide the children into two groups – one group sits at the Hot table, the other group sits at the Cool table.

Step 2: Have the students taste the candies/mints and start passing around the smelly stuff. Have them talk about it! Ask, “What does that make you think of? How do you know that is cool or warm?” Write their ideas up on the board, alternating between tables. Examples for hot could be hot lava, hot dogs, or fire. Examples of cool could be water, ice, blueberries, or the sky. Discuss how purple can be in both categories depending on how much blue or red is in the color.

Step 3: After the excitement of tasting, smelling, and brainstorming, show the various samples (pictures of fruit, peppers) from the sample folder and show the color wheel. If you draw an imaginary line down the middle of a color wheel, you can divide it in to the warm and cool groups. Colors create moods! **Reds** are associated with warmth and liveliness. They have a rich, welcoming quality, they can also be over-aggressive unless treated with care. **Pinks** retain warmth but are delicate and dainty, less overpowering. **Blues** create cool, spacious, restful feelings. They are used to sooth and calm. **Orange, tan, and golden brown** are all warm, cozy colors. **Yellows**, the color of sunshine and spring flowers, add brightness and lightness to a picture. **Greens**, perhaps more than the other colors, are regarded as nature’s own. They can be cool spacious colors when they have more blue in them, and become warmer when they veer toward yellow shades. **Purples and plums** can create a formal or regal mood.

Step 4: Show the samples in the sample folder (one warm, one cool). Explain symmetry, the same on both sides. This is called “symmetry”.

Hand out one of the white circles to each student, remembering to have the students write their name in pencil on the back. Talk about shapes they can use. Draw some simple shapes on the chalkboard: circles, triangles, diamonds, stars, suns, hearts, etc. Now have them draw their shape with a black marker, LARGE inside the circle so that the design touches the outside edge of the circle. Now have them repeat the same shape by drawing it inside of the larger shape. If they choose a simple shape like a circle they may want to add a third smaller shape in the center. Now have the students repeat the same design on the second circle.

Next, they will color one design with cool colors and the other with warm colors. The students on "Hot" side of the room will use only warm oil pastel colors to create their designs. The students on the "Cool" side of the room will use only cool colors to create their designs. Give them about 15 minutes to do this.

Step 5: Switch! Students will switch tables, taking with them the piece they just created. Now the "hot" kids do a "cool" one, and the "cool" kids do a "hot" one!!

Step 6: Have an adult spray the pictures with hair spray to keep from smudging. If you have time, help them glue their two pieces side by side on a piece of black paper. This can also be done by parent helpers during clean up. Have them title their art and write this on a label and stick to the back of the paper. Before gluing make sure the name of the student is on the back of the black paper!!

Vocabulary:

Warm colors - colors that remind us of the sun (reds, yellows, oranges)

Cool colors - colors that remind us of ice (blues, and greens)

Color wheel - see sample

Symmetrical - same on both sides

Repetition - repeating or being repeated

- This is the time for YOU to be creative and have some fun. If you are teaching this class with another person, have one of you dress all in cool colors and the other all in warm colors. You can also bring in table coverings – one warm, one cool.