



**Teacher:**

**Class:** 1-3 Class Periods

**Course Unit:**

**Lesson Title:** Warm vs. Cool Colors

**LESSON OVERVIEW:** Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

Warm colors such as red, yellow, and orange often make an artwork feel more active, while cool colors such as blue, green, and purple add a calm and peaceful feeling to a piece. In this lesson students will learn about the differences between warm and cool colors by creating a piece that contains two colors from each category. Students will learn how warm and cool colors can affect a viewer's perception of an artwork and they will be able to discuss which set of colors they prefer and why.

**STANDARDS:** Identify what you want to teach. Reference State, Common Core, ACT Readiness Standards and/or State Competencies.

### **Tennessee State Standards**

- 1.1 Use tools and media consistently in a safe and responsible manner.
- 2.2 Use appropriate vocabulary to identify the elements of art.
- 3.1 Select subject matter, symbols, and ideas for the student's own art.
- 3.2 Analyze subject matter, symbols, and ideas in the student's own art.
- 5.3 Understand that viewers have various responses to art.

### **Common Core Connections for Integrated Subject- Speaking &**

## **Listening/Writing**

CCSS.ELA-Literacy.SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**OBJECTIVE:** Clear, Specific, and Measurable-NOT ACTIVITIES. Student-friendly.

1. Students will be able to differentiate between warm and cool colors by creating a drawing that contains two warm and two cool colors within two distinct areas of their drawing.
2. Students will be able to discuss how warm and cool colors can affect a viewer's perception of an artwork.
3. Students will be able to analyze which set of colors, warm or cool, they prefer and why.

**ASSESSMENT/EVALUATION:** Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective.

1. Students will be able to define warm and cool colors. Students will discuss color associations, symbolism, and meaning found in warm and cool colors.
2. In a written response students will list examples of warm and cool colors. They will discuss how a viewer might respond differently to a warm versus a cool color.
3. Students will present their final piece to in small group critiques. They will explain which set of colors, warm or cool, they prefer and why.

**MATERIALS:** Aligned with the Lesson Objective. Rigorous and Relevant.

- (1) 8 ½"x 11" Piece of white graph paper per student-before class the teacher will outline 1" squares. The teacher will photocopy that example for each student to use as a template.
- (1) Pencil per student
- (1) Set of colored pencils per student
- Various colored paint chips (often free from local hardware stores) to use during the activating strategy

**ACTIVATING STRATEGY:** Motivator/Hook. An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

1. Begin by giving one paint chip to each student.
2. Lead a discussion of warm versus cool colors.
3. Discuss the fact that people often associate colors with certain feelings, seasons, or temperatures. For example, blue is sometimes used to represent sadness and orange is sometimes used to represent happiness, or students could list colors associated with warm weather and cold weather.
4. Ask students to give one association for their paint chip.
5. On the board designate one side for cool colors and one side for warm colors. Allow

students to come to the board and place their paint chip in the appropriate category.

**INSTRUCTION:** Step-By-Step Procedures-Sequence. Discover/Explain-Direct Instruction.

1. The teacher will introduce the lesson with a pre-made example and will state the objectives.
2. Each table will contain pencils, a copy of the graph paper template, and colored pencils.
3. The teacher will inform students that they will draw a shape of their choice in the center of their 8 ½” x 11” graph paper. The shape should be an abstract representation of a common association of warm or cool colors. For example, students could chose to represent the sun with a circle that would be filled with warm colors or students could draw a water puddle shape that would be filled with cool colors.
4. Students will then choose two warm colored pencils and two cool colored pencils. Students will designate which area of their drawing will be warm colors (either the shape or the background) and the remaining area will contain their two cool colors.
5. Students will add color to the background first using the two colored pencils designated for that area.
6. Encourage students to use the colors to create a color pattern within the squares in their background such as using a different color to fill in every other square.
7. Students will repeat the process for their shape so that it is filled completely with either two warm or two cool colors.
8. Clean-up will occur during the last ten minutes of class.
9. Students will return materials and will place their work in the appropriate class bin.

**ALTERNATE/EXTRA ACTIVITIES:**

1. Students could use oil pastels to blend the two colors within each 1” square.
2. Students could create a watercolor resist by using crayons to outline the shape and background of their drawing and then use watercolor to paint over the drawing using a warm or cool color.
3. The project could make a science connection by making the shape specific to the seasons. For example, autumn could be represented by a warm colored leaf shape and winter could be represented by a cool colored snowflake.

**CLOSURE:** Reflection/Wrap-Up. Summarizing, Reminding, Reflecting, Restating, Connecting.

1. Remind students that people often associate certain colors with feelings, seasons, or temperatures.
2. Students will reflect in their journal about the different responses that people can have to different types of colors.
3. Students will present their work in small group critiques explaining their shape and why they chose warm or cool colors to fill it in.

**CROSS-CURRICULAR CONNECTIONS**

1. Writing
2. Speaking and Listening
3. Science

## **EXTENDED LEARNING**

### Books:

1. *Using Color in Your Art!: Choosing Colors for Impact & Pizzazz* by Sandi Henry and Sarah Rakitin
2. *The Day the Crayons Quit* by Drew Daywalt
3. *Sky Color* by Peter H. Reynolds
4. *For Cool Colors: The Paperboy* by Dav Pilkey
5. *For Warm Colors: Red Leaf, Yellow Leaf* by Lois Ehlert

### Online Enrichment:

1. The Artist's Toolkit-Color  
[http://www.artsconnected.org/toolkit/watch\\_color\\_warm.cfm](http://www.artsconnected.org/toolkit/watch_color_warm.cfm)
2. Daniel Tiger's Day and Night App  
<http://pbskids.org/apps/daniel-tigers-day--night.html>
3. A Classroom Guide for *Sky Color* by Peter H. Reynolds  
[http://www.candlewick.com/book\\_files/0763623458.kit.1.pdf](http://www.candlewick.com/book_files/0763623458.kit.1.pdf)
4. Scholastic Color Lessons  
<http://www.scholastic.com/teachers/lesson-plan/color-fun>

### Additional Activities:

1. Georgia O'Keeffe Flowers  
<http://www.kinderart.com/arhistory/abstractflowers.shtml>

### Cross-Curricular Lessons:

1. American Museum of Natural History  
<http://www.amnh.org/exhibitions/past-exhibitions/frogs-a-chorus-of-colors>

For additional lesson plans and activities, visit us online at [www.fristkids.org](http://www.fristkids.org).  
This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.  
The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at [www.fristcenter.org](http://www.fristcenter.org).

