

Title: Color Theory - Bottles Still Life

Subject Area: Art

Grade Level: 4th - 5th Grade

Materials:

11" by 17" white paper
crayons
bottle tracers

NYS Standards:

1. Students will create a crayon drawing creating various size overlapping bottles to understand color theory
2. Students will be able to use and manipulate crayons in a variety of ways
3. Students will be able to understand how to 'mix' primary colors to create new secondary colors first hand, as well as be exposed to new vocabulary terms such as primary and secondary colors
4. Students will have a reinforced knowledge about the primary colors and how they create secondary colors

Motivation:

Begin by asking students if they remember primary and secondary colors. Ask students if they can name what primary color combinations create secondary colors. Show students the bottle still life and ask them if they can see where bottle overlap and if they color changes or alters. Ask students if they notice a highlight or shiny spot where the light hits it.

Procedure:

1. Have students settle in their seats..
2. Explain the motivation for the project.
3. Explain to the students that will create a bottle composition using the primary colors and mixing them to create the secondary colors.
4. Demonstrate to students how to use the bottle tracers to create various size and shape bottles that overlap once another. Then show students how using 2 primary crayons

to color in each bubble can create a secondary color where the 2 bottles meet. Also demonstrate to students how to create the shiny spot on their bottles.

5. Ask students if they have any questions thus far, or do not fully understand the assignment.
6. Hand out paper, primary color crayons. Place bottle tracers on a table where students can pick and choose several of their choice.
7. When students finish creating the secondary colors by mixing the primary colors, have students create a background including a table and wall.
8. When finished have students analyze their art as well as their peers and have them reflect on how the specific primary colors are mixed they make the secondary colors.
9. Before students leave the classroom, ask a few final questions for closure such as Can you name the primary colors? Do you remember what primary colors make green? Violet? Orange? Etc.

Evaluation:

Evaluation will be based on participation with all steps of the project, effort put into the project, the completion of the drawing and mixing of the colors. and the ability to assess their own work as well as those of their peers.