

# Kids Understanding Color Grades 4-6

During this classroom visit students will compare and contrast two paintings with different color schemes in order to make interpretations about color theory. We will compare Remington's *Untitled: Around the Campfire* with *Charge of the Rough Riders*. Students will then be asked to choose a subject matter comprised of a verb and a noun and illustrate their choice. The final step will be to give the work a color scheme that depicts a feeling. All art materials are provided by the school

## Lesson Overview

This lesson is designed for grades fourth through sixth. The subject is Art. The anticipated class length is a normal class period, about 35-40 minutes.

In this lesson, students will acquire and integrate, extend and refine and complete a meaningful use task.



## Essential Question(s)



- What colors did Remington use in each piece?
- What do you associate each color with?
- How does color add to a feeling?
- How does color create a mood?
- Does color enhance the understanding of the story line in these pieces?
- How can color use in an art work convey emotions/feelings to a viewer?

## Objectives

- Associate colors with feelings
- Describe what colors relate to certain feelings
- Create an art work that represents color use associated with a mood or overall feeling

## **NY Curriculum Standards**

- NY.ART.K-12.1 Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts
- NY.ART.K-12.2
- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- NY.ART.K-12.3
- Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- NY.ART.K-12.4
- Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society

## **Anticipatory Set- Description of the Lesson Launch activity**

For this lesson launch activity, a copy of Remington's *Around the Campfire* and also *Charge of the Rough Riders* will be displayed. We will compare and contrast the two works considering colors Remington used and discuss the story line in each.

## **Description of how objectives will be communicated to students**

Students will be asked to choose two pieces of paper from two baskets. One basket is full of verbs and one is full of nouns. The verb and noun will become the title of a work they will create. We will go around the room and students will say their combined verb and noun, an example would be Charging Cowboy. Then the students will brain storm a flatwork composition through illustration that describes the title of their work. The final step will be to give their work an appropriate color scheme that reflects the feel and mood of their illustration, (calm colors for a calm title and scene, warmer colors that relay more action, darker colors for a night time setting).

## **Description of the relevance of the learning**

Students should know how to relate color to emotion and this lesson will be able to help do that. Also, students become exposed to Remington work and themes.

## Connection to standards

Students will actively engage in the processes that constitute creation in the arts by creating a composition using their verb and noun and participate in various roles in the arts when they complete the comparing and contrasting activity.

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts as the lesson they are being taught is being offered by the Frederic Remington Art Museum.

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought- this will be met through the comparing and contrasting activity as we relate their discoveries to the artist who created the pieces we are discussing- Frederic Remington.

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. Students will be exploring two pieces that took place at very particular times in our past- the cowboy era and the Spanish American War. Remington communicated what was current in his time and his work depicts the culture he experienced as an illustrator.

## Introduce New Information & New Concepts

### Declarative Knowledge:

Will be covered during the lesson-

Frederic Remington was born in Canton NY in 1861.

Remington enjoyed travelling out west and worked as an artist.

Remington liked to portray western scenes and action scenes.

Remington chose to use colors that depicted a feeling to his viewers.

*Charge of the Rough Riders* is a painting that takes place in the day time with a definitive light source- the sun.

*Around the Campfire* is a work with a nighttime setting, called a nocturne painting. Its light source is the campfire and stars.

## Procedural Knowledge:

Students will understand how Remington used light source to illuminate figures in his work to make them look dimensional. They will take note about shadows being cast to then discover where light sources are coming from. Students will think about and understand what colors Remington used to convey feelings to his viewers and then relate this idea to their own art work when they identify colors with moods and feelings. Students will learn how a title of an artwork can lead a viewer to expect to feel emotions and see colors representing those emotions.

## Guided Practice

- Students will pull each a verb and a noun from a hat and put the words together to create a title for their art work (i.e. Charging Bulls, Scorching Sun, Starving Cowboys)
- Students will have brainstorming time where they are asked to think about:
  1. Does their title convey a work that would require action or movement, or would your work represent a calm scene? Does your title make you think of danger
  2. Does the title of the work you've been assigned make you think there should be one character, two characters, many characters, NO characters? If there are no characters, is your work simply going to be a desert scene or landscape?
  3. What colors represent the scene you plan to draw in your work?
- Students will be asked to sketch out a scene and use the appropriate colors to complete their work
- Students will have to explain why the colors they chose correspond with their work and if they feel their choices are accurate through descriptive words

## Assessments

The assessment activity also serves as the closure of the lesson.

## Closure

For closure, students will evaluate each other's works to see if they're accurate with their use of color to depict emotion

## Materials Needed

- Prints of *Charge of the Rough Riders* and *Around the Campfire*
- Verbs and nouns printed and cut and placed in a hat
- Pencils
- Paper
- Markers or crayons, colored pencils....
- Drawing references (If needed)