

## COOL AND WARM COLORS

### DESCRIPTION OF PROJECT:

Students use cool colors to communicate information about time and place.

### PROBLEM TO SOLVE:

How can choice of color tell more about the setting in art?

### STUDENT UNDERSTANDING:

Selection of cool or warm colors can give information about time and place.



Uses cool colors to make a setting by using blue, green, and violet to suggest time and place.

## LEARNING TARGETS AND ASSESSMENT CRITERIA

The student:

**LT:** Identifies **cool colors** in art.

**AC:** Names **blue, green, and violet**.

**LT:** Selects **cool colors** to make a story setting.

**AC:** Uses **blue, green, and violet** to suggest time and place.

**LT:** Uses **oil pastel techniques**.

**AC:** Creates **strokes, layers, or blending** with oil pastels **to fill page**.

## VOCABULARY

### Art:

- color wheel
- cool colors (blue, green, violet)
- blend
- layer
- stroke
- warm colors (orange, yellow, red)

### Literacy:

- setting

## EVIDENCE OF LEARNING

### Art: Oil pastel drawing

- names cool colors: blue, green, and violet
- selects cool colors: blue, green, and violet for a time and place
- uses an oil pastel technique: strokes, layers, or blends

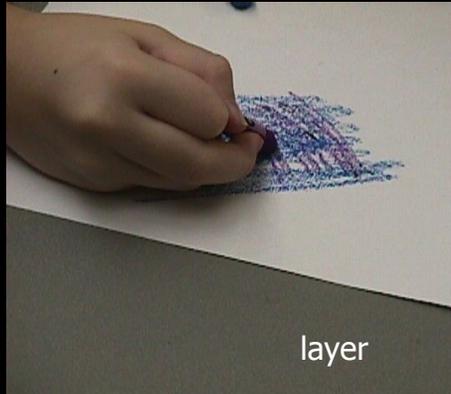
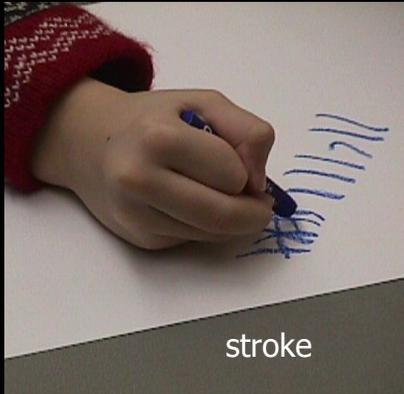
**Resources** and **materials** listed on page 3

# INSTRUCTIONAL STRATEGIES FOR TEACHERS AND STUDENTS

TEACHER	STUDENT
<p><b>Introduces works of art: <i>Surf Breaking</i> by Soren Emil Carlsson, <i>Saplings by the River</i> by Pieter van Veen, and/or <i>Starry Night</i> by Vincent van Gogh and <i>August in the City</i> by Edward Hopper.</b></p> <p>Prompts:            What colors did the artists use to show the place? (blue, green, violet) The setting? Where is it?            Where is the setting? Describe.            What time is it?            What colors did artists use to show the time? The setting? (blue, green, violet)</p>	<p>Identifies cool colors associated with time and place.</p>
<p><b>Introduces the color wheel and guides recall and description of cool settings that students have experienced.</b></p> <p>Prompts:            Where can you find blue, green, and violet on the color wheel?            Recall a place that has a cool setting. Think about forests, the ocean, lakes, ponds, sitting under the trees, snowy days, or shadows.            It could be your bedroom at night, your backyard, or being at the park. What colors do you see? Where do you see the cool colors?</p>	<p>Studies color wheel, identifies cool colors, then recalls and describes cool settings.</p>
<p><b>Reads or asks students to read story with cool, outdoor setting. Brainstorms for words that describe cool places, or settings from the story.</b></p> <p>Prompts:            Today we're only going to use cool colors to show a place or setting from our story. Listen to (or read) the story. Note the words that give us clues about time and place: Let's list them on the board.            Where is the story taking place? When is the story happening: what time of day, what time of year?</p>	<p>Listens to story and identifies words that describe time and place of setting.</p>
<p><b>Directs students to select cool colors</b> from an oil pastel set.</p> <p>Prompts:            Do the colors you selected match the colors on the cool side of the color wheel?</p>	<p>Selects cool oil pastels from box.  <u>Embedded Assessment:</u>            Criteria-based student self-assessment</p>
<p><b>Reviews oil pastel techniques. Guides drawing story setting.</b></p> <p>Prompts:            Today we're going to fill the whole page with cool oil pastel colors.            What ways can we use the oil pastels?            We can make strokes, but we'll still fill the page.            We can layer them and we can blend them too.</p>	<p>Observes and uses oil pastel techniques to draw a cool setting from story.</p>
<p><b>Links creating settings visually with descriptive words.</b></p> <p>Prompts:            Tell us what words describe the setting in your art.</p>	<p>Describes the choice of colors to represent time and place in his/her art.</p>

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### SKILLS AND TECHNIQUES



### ART STUDIO TIP

In order to support visualizing a story setting, a variety of photographic support materials showing cool colors settings can be provided to observe.

### MATERIALS

#### Resources:

Soren Emil Carlson, *Surf Breaking*, Frye; Pieter van Veen, *Saplings by the River*, Frye; Vincent van Gogh, *Starry Night*; Edward Hopper, *August in the City*

Photos of "cool color" outdoor settings; story from grade level literature with cool setting

#### Art Materials:

oil pastels,  
9x12" white drawing paper

### LESSON EXPANSION

Using Mary Hinkson, *Plums*, Frye; Paul Cezanne, *Still Life with Basket*; and/or Vincent van Gogh, *Sunflowers*, repeat lesson using warm colors for interior setting.

### EVERYDAY CONNECTIONS

#### Home / Community References:

natural cool settings, time, environment, and weather

### LEARNING STANDARDS

#### Visual Art

1.1.6 Elements: Cool Color

1.2.1 Skills and techniques: Explores the tools and processes of visual arts

#### Common Core ELA

2.SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent conversations.

2.RL.7. Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.



# Tell Me About Your Art!

**Dear Second Grade Families:**

We used

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to tell more about a place and time.

**Looking:** We looked at works of art with cool settings: *Surf Breaking* by Soren Emil Carlson, *Saplings by the River* by Pieter van Veen, and/or *Starry Night* by Vincent van Gogh and *August in the City* by Edward Hopper.

**Talking:** We named the **cool colors** seen on the **color wheel** and in **landscape** and **cityscapes**. We recalled cool settings: forests, ocean, lakes, ponds, sitting under the trees, snowy days, or shadows. We listened to a story and found words that described setting.

**Making:** We selected cool colors from a wide choice of oil pastel colors and then made a drawing of a cool setting that we identified in the story. We observed and then used oil pastel techniques: **strokes, layers, and blending** to fill our page.

## Art at Home

### Together:

You could go on a walk to find places that look cool even on a sunny day (shadows, parks).

You could notice how colors change on different days or in different environments.

Draw the same place but one of you chooses to use warm colors and one of you chooses to use cool colors

### Questions to ask:

How are our drawings of the same place different?

How does color make a setting feel different?

**Selection of cool or warm colors can give information about time and place.**