



THE ANTI COLOR WHEEL

Developed with Eric Gibbons
New Jersey
Grades 6-12

OBJECTIVES

Students will...

- Learn about color and the vocabulary associated with color wheels.
- Experiment with color mixing.
- Create a nontraditional color wheel.
- Work with different patterns and color repetition.
- Utilize a variety of mediums for different effects.

INSTRUCTIONS

1. Have students write nine things they feel are truly important to them, then draw a symbol to represent each item. Look at symbols such as icons and emojis to get across the idea that the symbols students use should be simple, bold, and direct.



2. Hand students a sheet of paper the same size as the canvas board students will be using later. Have students trace their hand and add one of four symbols so it looks like is being held by the hand or the hand is interacting with it in some way. They will need to do this four times on the same sheet of paper so that the hands overlap to create many shapes and spaces.

3. Next, students should transfer their sketch to canvas by rubbing their pencil on the back of the drawing, turning the drawing into carbon paper. Tape the paper to the canvas of the same size to trace their lines. Once this is done, students should retrace the lines on the canvas in permanent marker, then erase the original pencil lines.



4. Begin the painting process by coloring each hand's largest space with a primary color. The fourth hand's largest space should be colored in black.

5. The next larger spaces between colors where there is overlap should be colored the appropriate secondary color, or the hue mixed with black. The center area will contain the two colors that did not overlap, ensuring all secondary colors are represented.



6. Students will have a lot of options to choose from for this step. Before beginning, you may choose to provide some painting and mixing tips. Students will mix colors by hand on scrap paper, then add it to the hands. They should mix a slightly new color variation for each area. Black and white will be their “wild cards” to mix where they need to. Direct students to mix colors that were nearby and to consider the addition of black and/or white.

7. When projects are about half-complete, show students how they can make an unbalanced chromatic gray as an additional option. For example, they could make a puddle of blue and add a tiny amount of red and yellow to it to change the color.

8. If some students finish early, they can add small patterns to their spaces to enhance the image by using paint pens or a fine pointed brush. If this is done, make sure they are not adding large patterns, as they are distracting and can turn their work into a mess.

9. When complete, re-outline the image with permanent marker or black paint pens.



VARIATIONS

If all four steps are a bit much for your students, you may choose to do just primary, secondary, and arbitrary color mixtures as experiments to fill the spaces. Students can also repeat colors in spaces that are not adjacent.



MATERIALS LIST

- Nasco Canvas Boards, 9" x 12" (Cat. No. 9700708)
- Liquitex® Heavy-Body Acrylics, 4.65 oz., mars black (Cat. No. 9700510)
- Liquitex® Heavy-Body Acrylics, 4.65 oz., titanium white (Cat. No. 9700511)
- Liquitex® Heavy-Body Acrylics Classic Set of 6, 2 oz. (Cat. No. 9700512)
- Liquitex® Ink! Primary Color Set of 4, 1 oz. (Cat. No. 9741168)
- Liquitex® Primary Mixing Set of 4, 2 oz. (Cat. No. 9716509)
- Liquitex® Ink! Essential Color Set of 6, 1 oz. (Cat. No. 9728389)
- Liquitex® Professional Paint Markers, set of 6, fine (Cat. No. 9732851)
- Liquitex® Professional Paint Markers, set of 6, wide (Cat. No. 9732865)
- Liquitex® Basics Synthetic Brushes, classroom pack of 96 (Cat. No. 9728382)

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