



Abstract Color Wheels

GRADE: Adaptive

TIME: 40-50 minutes

Developed by: Barbara Short, Art Specialist



<p>KIT INCLUDES:</p> <ul style="list-style-type: none"> • lesson plan with take home explanation sheet • boards: <ul style="list-style-type: none"> --vocabulary --artist information --realistic to abstract examples --color wheel (traditional) --color wheel (painted) --procedure --lesson example • letters (master set) • squeeze bottles 	<p>MATERIALS:</p> <ul style="list-style-type: none"> • construction paper <ul style="list-style-type: none"> --12" X 18" black --10" X 16" white • black/white paper scraps • washable tempera: <ul style="list-style-type: none"> --magenta/red, yellow, blue --black • matt board painting sticks, <ul style="list-style-type: none"> --1" X 3", no black board • glue stick • small cups for 'garbage'
---	--

LESSON DESCRIPTION:

Students look at abstract painter Robert Rauschenberg and his art with letters. After gluing their initials and a black paper shape on a white piece of paper, they spread primary colors (using matt board pieces) to make secondary colors. Lastly, they add black until they feel their artwork is finished.

<p>VOCABULARY:</p> <p>abstract artist</p> <p>primary colors: red, yellow, blue</p> <p>secondary colors: orange, purple, green</p>	<p>ART ELEMENTS:</p> <p><input checked="" type="checkbox"/> Line</p> <p><input type="checkbox"/> Shape/Form</p> <p><input checked="" type="checkbox"/> Color</p> <p><input type="checkbox"/> Value</p> <p><input type="checkbox"/> Texture</p> <p><input type="checkbox"/> Space/Perspective</p>	<p>ART PRINCIPLES:</p> <p><input type="checkbox"/> Pattern</p> <p><input checked="" type="checkbox"/> Rhythm/movement</p> <p><input type="checkbox"/> Proportion/Scale</p> <p><input type="checkbox"/> Balance</p> <p><input type="checkbox"/> Unity</p> <p><input type="checkbox"/> Emphasis</p>	<p>CONTENT CONNECTIONS:</p> <p>letter recognition</p> <p>THEMES:</p> <p>realistic/abstract</p>
--	---	--	--

PHILOSOPHY:

- Provide every student with exposure to art and the opportunity for success at his or her level.
- Encourage all students to communicate through art.

ADAPTIVE ART KITS:

Adaptive kits were originally designed for use in special education classes but can be used with a wide range of ages and abilities, increasing the complexity of lesson as appropriate. Extensions are suggested for more complex results.

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

- look at art made by Robert Rauschenberg, recognizing and naming colors and letters.
- differentiate between art that looks realistic and very abstract.
- speak their name and identify their initials.
- sing the color song naming primary and secondary colors.
- manipulate materials, with adaptations as necessary, to create art.

PREPARE:

Teachers should read lesson and make a sample to ensure student success. Before teaching:

1. Collect 12" X 18" black and white paper. Cut the white down to 10" X 16" and glue it onto the black with a thin line of white glue around the edge. Copy and cut-up the lesson explanation sheet at back of this lesson plan and glue on back of each paper and bulletin board.
2. Using black construction paper, cut a selection of geometric shapes for students to use....no bigger than 4" in any direction.
3. Collect tempera paint (washable is best) in magenta, yellow, blue and black. (Using magenta instead of red normally guarantees better secondary colors but red can be used if necessary. Since we sing about red, yellow and blue, teacher can remind students that magenta is a form of red.) Pour into the squirt bottles provided. (These bottles need to be cleaned, dried and returned to the kit when done.)
4. Put black in small paper cups or on a small paper plate just 1/3" deep so students can dip.
5. Collect some matt board scraps (framing shop, around the school, etc.) and cut them up into small pieces around 1"-1.5" wide and 3" long. Each student needs 4. (Other stiff, dense board would work as well, such as strong cardboard, heavy Styrofoam plates, etc. The board needs to be stiff and strong, so test it in advance. (Matt board is preferable).
6. Provide small paper cups or plates for 'garbage cans' and for black paint. Students can share if they are within easy reach of each other.



ENGAGE AND EXPLORE:

More advanced students should be able to engage at a higher level than those whose age or ability prevents them from understanding; teachers adjust the discussion to fit your students.

Realistic to Abstract Image Discussion

#1—Realistic image Art that is very recognizable and looks almost real.

What do you see? Let all students contribute as the image is thoroughly discussed.

Does it look real to you? This image is very realistic, so students should agree that it does.

#2—Simplified image Art that is easily recognizable but does not look real.

What do you see? Let all students contribute as the image is thoroughly discussed.

Does it look real to you? This image is very recognizable but not realistic.

#3—Symbolic image Art that is somewhat recognizable and uses very simplified forms.

What do you see? Let all students contribute as the image is thoroughly discussed.

Does it look real to you? This image has recognizable subject matter but is not at all realistic.

#4—Abstract image Art that does not look like anything recognizable and that explores the elements and principles of design.

What do you see? Let all students contribute as the image is thoroughly discussed.

During this discussion let students describe the art elements--colors, lines, shapes, textures, etc. The image will have 'letters' that they can recognize.

•Open so all images are showing. Ask the students:

How is image #4 different from #1, #2 and #3? They should agree that the #1-3 images have recognizable subjects that might tell a story and that #4 does not.

Robert Rauschenberg Introduction

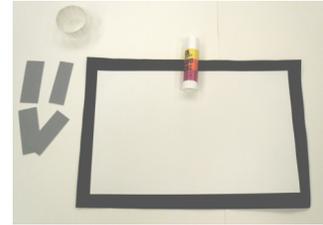
Show students the Robert Rauschenberg board; look at and discuss:

- different types of art he made
- how he was an artist all his life—see the photos showing different ages
- how he loved to *PLAY* with art and found materials

CREATE:

Pass out the supplies and have students organize their desks.

- 'garbage can' (small cup or plate);
can be shared if students can reach
- glue stick
- 4 small pieces of matt board
- 12" X 18" paper (pre-mounted white on black)



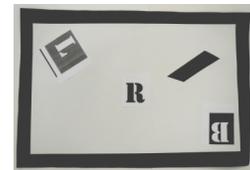
STEPS (demonstrate first with students nearby)

Encourage students to use paper vertically or horizontally

1. Initials: have each student tell you their initials (2 or 3) and then give them each initial from the folder. Mix up the formats (black on white, white on black, white on gray). Don't worry about how they are cut out...paint will cover.
2. Glue initials by rubbing around the edge of the back of each letter with a glue stick. Arrange as you stick down so that letters are:
 - a. in different parts of page
 - b. crooked and straight
 - c. upside-down and diagonal

In other words, don't put them all in a row.

3. Select a black shape and glue anywhere on edges.
4. Give each student 4 'paint sticks'. These small pieces of matt board will be used to paint. Practice together:
*Hold the board near one end with your fingers.
Place it on the table and gently stroke
the table back and forth...like petting a cat.*



START PAINTING

1. Put a squirt of yellow in one corner. With the little stick, spread it—but not too far! Next to the yellow add a little more yellow and a little magenta. With the same board mix them together to make orange and spread them out—but not too far!

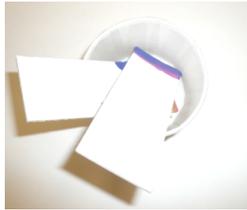
Now, that 'paint stick' is dirty so we put it in the _____?
(Garbage can!)

*Sing: Orange comes from yellow and red, yellow and red, yellow and red.
Orange comes from yellow and red, yellow and red make _____!*



2. Put a squirt of red next to the orange. With a new board, spread it—but not too far! Next to the magenta add a little more magenta and a *little* blue. With the same board mix them together to make purple and spread them out—but not too far!
Now, that 'paint stick' is dirty so we put it in the _____? (Garbage can!)

*Sing: Purple comes from red and blue, red and blue, red and blue.
Purple comes from red and blue, red and blue make _____!*

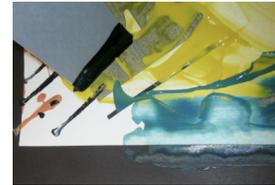


3. Put a squirt of blue next to the purple. With a new board, spread it—but not too far! Next to the blue add a little more blue and yellow. With the same board mix them together to make green and spread them out—but not too far! Now, that 'paint stick' is dirty so we put it in the _____? (Garbage can!)

*Sing: Green comes from yellow and blue, yellow and blue, yellow and blue,
Green comes from yellow and blue, yellow and blue make _____!*

Now we have a color wheel! But we are not done.

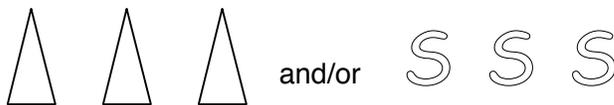
4. Give students a small amount of black tempera in a short paper cup or on a small paper plate. With their last board they will dip into the black paint and add it to their art—they can make patterns, drag it around, use a lot or not, whatever they wish.



Note to teachers: No need to guide students while they add black—they will do what they like and the end result will reflect their personalities.

5. Extensions for more proficient students.

Give students scraps of white paper. Have them fold the paper at least 3 times and cut a simple shape or shapes. They can now glue these onto the art to make a pattern.



Finished Abstract Color Wheel (with added shapes)



ABSTRACT ART

Today in Art we learned about Robert Rauschenberg, an American abstract artist. We looked at and compared art that was very realistic, somewhat realistic (with a recognizable subject), and totally abstract where the artist was playing with color, line, shape and texture. Then we made Abstract Art like Rauschenberg, adding our initials and a little black and white for contrast.

I love my abstract art! _____
Artist

ABSTRACT ART

Today in Art we learned about Robert Rauschenberg, an American abstract artist. We looked at and compared art that was very realistic, somewhat realistic (with a recognizable subject), and totally abstract where the artist was playing with color, line, shape and texture. Then we made Abstract Art like Rauschenberg, adding our initials and a little black and white for contrast.

I love my abstract art! _____
Artist

ABSTRACT ART

Today in Art we learned about Robert Rauschenberg, an American abstract artist. We looked at and compared art that was very realistic, somewhat realistic (with a recognizable subject), and totally abstract where the artist was playing with color, line, shape and texture. Then we made Abstract Art like Rauschenberg, adding our initials and a little black and white for contrast.

I love my abstract art! _____
Artist

ABSTRACT ART

Today in Art we learned about Robert Rauschenberg, an American abstract artist. We looked at and compared art that was very realistic, somewhat realistic (with a recognizable subject), and totally abstract where the artist was playing with color, line, shape and texture. Then we made Abstract Art like Rauschenberg, adding our initials and a little black and white for contrast.

I love my abstract art! _____
Artist