

## CHICAGO SEMESTER LESSON PLAN

**Name:** Rachel Miller **Subject:** Art **Grade:** 5<sup>th</sup>-6<sup>th</sup> grades

**Length:** 3x 40minute classes **Date:** 2/20/12-3/9/12

Students will learn what a *color spectrum* is, and the order in which we see color spectrum and/or the rainbow. Students will build colorful mosaic pictures with paper scraps cut from magazines.



**Objectives:** Upon completion of this lesson, students will be able to:

- Identify the 6 main colors in the color spectrum; red, orange, yellow, green, blue and violet.
- Cut out small squares of colors from magazines, approx. 8-12+ images or objects, which match the color families and collect them in an envelope.
- Divide the colors into warm-color and cool-color piles, then separate those piles into more defined piles of secondary and tertiary colors (goal is at least 6 piles; red, orange, yellow, green, blue and violet).
- Glue the squares into place to form a design or a block letter that has been traced onto white paper.

**ISBE Goals:** 25.A and 26.A

### **Materials Needed:**

Magazines and newspapers, scissors, glue, 9x12 inch paper, pencils, envelopes, color wheel.

### **Anticipatory Set:** (10 minutes)

1. Introduce students to collage by showing them project sample of magazine collage. Ask students what materials might have been used, and ask how they think it was created.

2. Show students how colors were glued in order of the color spectrum, and discuss rainbow. Have students identify light, medium and dark variations of each color.
3. Briefly explain warm-colors and cool-colors, and show division on project sample.
4. Demonstrate how to cut blocks of color from magazines, and discuss inappropriate vs. appropriate imagery when using magazines and newspapers as recycled materials.

**Sequence of Activities:** (25-30 minutes)

Day 1

1. Pass out envelopes to each student, and have them write their names and room numbers on them. Pass magazines and scissors out to each student
2. Demonstrate to students how to cut out shapes and objects from magazines skillfully and precisely. Discuss inappropriate vs. appropriate images.
3. Give students remaining class time to look through magazines and collect their colors.

Day 2

1. Demonstrate how to draw a block letter or shape onto a 9 x12 inch sheet of paper.
2. Show students how to plan out their collage, by blocking out 6 equal spaces with pencil.
3. Next, demonstrate how to place collage pieces onto paper to create form.
4. Pass out magazines, scissors, glue and envelopes to students. Students will work independently on creating their color collage until completed; 2-3 class periods.

**Vocabulary Words:** Color spectrum, color wheel, rainbow, collage, warm-colors, cool-colors.

**Adaptations for Individuals:**

Visual representations, cueing, simplify lesson (less colors, pre-drawn shape/letter), individual assistance. For students with severe learning disadvantages an aide is present to assist individuals.

**Closure:** Clean-up (5 minutes)

Students can learn how to cut and affix a color mat behind their collage by using rulers, construction paper and symmetry.

**Independent Practice:**

If students do not finish the project during class time the work will be given to their classroom teacher for the students to work on during free time. Students can also make

extra origami hearts outside of class and turn them in by the end of the week for extra credit and to be displayed.

**Assessment/Evaluation:** (when possible attach the assessment tool)

Students will be assessed in alignment with the objectives of the lesson:

1. Did students demonstrate an understanding of the 6 main colors of color spectrum?
2. Did students create their collage using order of color spectrum; start with red, end with violet?
3. Did students show evidence of using warm and cool color piles when creating collage?
4. Did students exhibit craftsmanship in gluing and cutting? Did they create a collage skillfully and precisely?