



## **Lesson Plan: Creating with Colors**

Subject: Visual Arts

Objective:

Students will explore how colors can convey emotions, creating their own color wheels and using colors to express different feelings.

Materials:

- General Supplies: Crayons, colored pencils, markers, paint, brushes, paper, aprons, plastic table covers
- Digital Presentation Tools: Computer, projector, screen
- Handouts: Color wheel templates, emotion-color association charts, reflection journals, self-assessment forms
- Online Resources: Links to color theory videos, virtual museum tours

Lesson Duration: Five 45-minute class sessions.

Detailed Weekly Plan:

Day 1: Introduction to Colors and Emotions

- Objective: Introduce students to the concept of how colors can represent different emotions.

Materials for Day 1:

- High-resolution images of color wheels
- Video clips explaining color theory
- Crayons, colored pencils, markers, paper, aprons, plastic table covers
- Handouts with color-emotion associations



## Instructions and Script for Day 1:

### Introduction (10 minutes):

#### - Teacher Script:

"Good morning, everyone! Today, we're going to start a fun adventure exploring how colors can make us feel different emotions. Colors are not just pretty to look at; they can also tell us how we might feel. Let's dive into the world of colors and emotions!"

### What Can Colors Do? (10 minutes):

- Presentation: Show high-resolution images of color wheels.

- Discussion:

- "How do different colors make you feel?"

- "Why do you think red makes us feel excited or strong?"

- "How does blue make you feel calm?"

- "What about yellow? Does it make you feel happy?"

### Create Your Own Color Wheel (20 minutes):

- Instructions: "We're going to make a color wheel to see how colors mix and change. We'll start with our primary colors: red, blue, and yellow. When we mix these colors, we get new colors called secondary colors."

- Materials: Provide color wheel templates, crayons, and markers.

- Guidance: Walk around and help students create their color wheels, mixing colors to see the changes.

### Wrap-Up (5 minutes):

- Teacher Script: "Great job today! We learned how colors can make us feel different emotions and started our own color wheels. Tomorrow, we'll match colors with feelings and create some colorful art."

## Day 2: Matching Colors with Feelings



- Objective: Students will match colors with specific feelings and emotions.

#### Materials for Day 2:

- Completed color wheels
- Crayons, colored pencils, markers, paper, aprons, plastic table covers
- Handouts with emotion-color association charts

#### Instructions and Script for Day 2:

##### Introduction (5 minutes):

- Teacher Script:

"Today, we're going to match colors with feelings. We'll think about what feelings go with each color."

##### Match Colors with Feelings (15 minutes):

- Presentation: Show images and charts of color-emotion associations.
- Discussion:
  - "Red is for feeling brave or strong."
  - "Blue is for when you're calm or need quiet."
  - "Yellow is for sunny, happy times."
  - "Green might make you think of nature and feel peaceful."
  - "Orange can feel like excitement and fun."
  - "Purple can be for creativity and imagination."

##### Activity Time: Color Your Feelings (20 minutes):

- Instructions: "Now, let's put our color knowledge into action! Draw something that makes you happy, sad, calm, or excited and then color it with the colors that match those feelings."
- Materials: Provide paper, crayons, markers, and colored pencils.



- Guidance: Assist students in choosing colors that represent their feelings and discuss their choices.

Wrap-Up (5 minutes):

- Teacher Script: "You all did wonderful work today, using colors to show your feelings. Tomorrow, we'll continue our color adventure and create even more art."

Day 3: Creating Emotion Art

- Objective: Students will create artwork based on their emotions using the colors they have learned to associate with those feelings.

Materials for Day 3:

- Crayons, colored pencils, markers, paper, aprons, plastic table covers
- Handouts with project guidelines and planning sheets

Instructions and Script for Day 3:

Introduction (5 minutes):

- Teacher Script:

"Today, you get to create your own big art project using the colors that match your feelings. Think about a time you felt happy, sad, calm, or excited and what colors you would use to show those feelings."

Planning Session (10 minutes):

- Instructions: "First, sketch your ideas on paper. Think about the colors, patterns, and feelings you want to show."
- Materials: Provide sketching paper and pencils.
- Guidance: Walk around and discuss students' sketches, offering suggestions and feedback.



Art Creation Begins (25 minutes):

- Instructions: "Now, start creating your artwork. Use the colors that match your feelings and bring your sketch to life."
- Materials: Provide crayons, colored pencils, markers, and paper.
- Guidance: Assist students with their projects, ensuring they have all the materials they need and helping them troubleshoot any issues.

Wrap-Up (5 minutes):

- Teacher Script: "You've all made great progress on your projects. Tomorrow, we'll continue working on them and add more details."

Day 4: Continuing Art Creation

- Objective: Students will continue and refine their emotion-based artworks.

Materials for Day 4:

- Crayons, colored pencils, markers, paper, aprons, plastic table covers

Instructions and Script for Day 4:

Introduction (5 minutes):

- Teacher Script:  
"Today, we'll continue working on your art projects. Think about how you can add more details and layers to show your feelings even better."

Art Creation (30 minutes):

- Instructions: "Keep working on your projects, adding more colors, textures, and patterns. Remember to think about how your colors show your feelings."
- Materials: Ensure students have access to all necessary materials.
- Guidance: Provide individualized feedback and encouragement, helping students refine their work and add depth.



Discussion (5 minutes):

- Teacher Script: "Let's take a moment to share what we've done so far. What new ideas did you add to your artwork today? How do your colors show your feelings?"

Wrap-Up (5 minutes):

- Teacher Script: "You've all done fantastic work today. Tomorrow, we'll finish up our projects and get ready to share them with the class."

Day 5: Sharing and Reflecting

- Objective: Students will share their completed projects and reflect on their artistic process and what they learned about the relationship between colors and emotions.

Materials for Day 5:

- Completed artworks
- Reflection journals, self-assessment forms, peer assessment forms

Instructions and Script for Day 5:

Introduction (5 minutes):

- Teacher Script:

"Today, we get to share our amazing art projects with the class. Let's take turns showing our work and talking about what inspired us and how our colors show our feelings."

Art Show (20 minutes):

- Instructions: "Each of you will come up and show your artwork. Tell us what feelings you wanted to show, what colors you used, and why you chose them."
- Guidance: Encourage each student to speak about their work, and lead the class in giving positive, constructive feedback.



Discussion (10 minutes):

- Teacher Script: "What was your favorite part of creating your artwork? What did you learn about how colors can show feelings? How did you feel about the feedback you received?"

Reflection Journals (5 minutes):

- Instructions: "Write in your journals about the project. Focus on what you enjoyed, what you learned, and any challenges you faced."
- Materials: Provide reflection journals and writing tools.

Class Critique (5 minutes):

- Instructions: "Let's have a positive critique session where we give and receive constructive feedback. Remember to be specific about what you liked and offer helpful suggestions."
- Guidance: Model how to give constructive feedback and encourage students to practice these skills.

Extensions and Assessments

Extensions:

- Early Finishers: Students who finish early can write a short essay in their reflection journals about their project, focusing on what was successful and what challenges they encountered.
- Additional Research: Students can research another artist known for using color to convey emotion and prepare a short presentation for the class.
- Recommended Museums:
  - The Metropolitan Museum of Art
  - The Museum of Modern Art (MoMA)
  - The Guggenheim Museum
  - The Tate Modern



### The National Gallery of Art

- Virtual Tours: Use online resources to take virtual tours of museums featuring artists who use color to convey emotion. Links can be provided to museum websites with virtual tour options.

### Assessments:

- Formative Assessment: Monitor students' progress during hands-on activities and provide ongoing feedback.
- Summative Assessment: Use a rubric to evaluate each student's final artwork based on creativity, adherence to the color-emotion concept, effort, and understanding of how colors convey feelings.
- Self-Assessment: Have students complete a self-assessment form reflecting on their project and learning experience.
- Peer Assessment: Encourage peer feedback during the final critique session to promote collaborative learning.

### Teacher Notes:

- Provide clear criteria for assessments and explain them to students at the beginning of the project.
- Use the rubric consistently to ensure fair and objective grading.
- Model positive and constructive feedback during critiques and encourage students to practice these skills.