

## ARTS IMPACT LESSON PLAN

### Visual Arts and Writing Infused Lesson

#### Lesson Three: *Complementary Colors*

Author: Beverly Harding-Buehler      Grade Level: Fourth



#### Enduring Understanding

Using complementary colors—opposites on the color wheel—to create visual contrast and vivid verbs/specific nouns and descriptive adjectives can make a bold statement.

#### Lesson Description (Use for family communication and displaying student art)

*Students identify complementary colors on the color wheel and analyze how they combine to create contrast in art and design. Logos as symbols are introduced. Students brainstorm words describing themselves to generate ideas for a personal logo. Next, shapes and complementary colors are selected for a personal logo. Last, students write advertising slogans about self that correlate with their logo.*

### Learning Targets and Assessment Criteria

**Target:** Describes self attributes.

**Criteria:** Uses specific nouns and descriptive adjectives.

**Target:** Identifies and uses complementary colors.

**Criteria:** Selects and pairs orange/blue, green/red, or yellow/violet in a work of art.

**Target:** Uses color symbolically.

**Criteria:** Selects and uses a complementary color pair that represents something about him/herself (and explains choice in writing).

**Target:** Uses compelling language.

**Criteria:** Writes an advertising slogan, expressing something important about him/herself using vivid verbs, specific nouns, and/or adjectives.

#### Vocabulary

Arts Infused:  
Compelling  
words/colors

Writing:  
Compelling language

Arts:  
Color wheel  
Complementary colors  
Logo  
Simplified  
Symbolic  
Visual contrast

#### Materials

##### Museum Artworks or Performance

##### Seattle, WA

Seattle Art Museum

##### Tacoma, WA

Tacoma Art Museum

##### Materials

Art foam: self-adhesive, complementary colors, cut into 2x2" squares; Color wheel (in *Art Connections*); Drawing pencils: HB; Scissors; Colored pencils; Arts Impact sketchbooks; Black poster board: cut into 4x4" pieces; Class Assessment Worksheet

**Link to *Art Connections*, Level 4**  
"Complementary Colors" pages 84-87

##### Connections

Teachers College Writers Workshop

*continued*

#### Learning Standards

##### WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.6 Elements: Complementary colors
- 1.3.1 Visual arts genres: Logo Design
- 2.1.1 Creative process
- 2.3.1 Responding Process
- 3.1.1 Expresses ideas
- 4.2.1 Connections between visual art and writing

##### Common Core State Standards in ELA

For a full description of CCSS Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

W.4.4. Production and Distribution of Writing:  
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

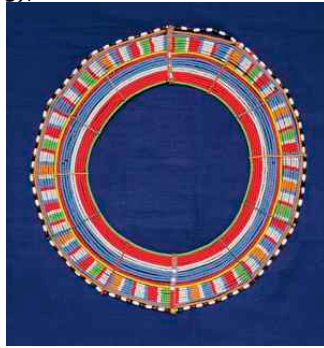
*continued*

Art Connections images:  
Unknown American folk artist, *Canister*,  
18<sup>th</sup> century

Seattle Art Museum images:  
Attributed to Kadyisdu.axch', Tlingit, *Yéil  
X'eenh (Raven Screen)*, ca. 1810, 79.98



Nalepo ene Matinti (artist), Masai  
culture, Kenya, *Bull Necklace  
(Norkiteng)*, 2000.12.2



Jasper Johns, American, *Thermometer*,  
1959, 91.97



SL.4.1c. Comprehension and Collaboration: Pose and respond to specific questions to clarify or follow up on information.

L.4.1. Conventions of Standard English: Use of nouns, verbs, and adjectives.

L.4.2. Conventions of Standard English: Demonstrate command of capitalization, punctuation and spelling when writing.

L.4.3a. Knowledge of Language: Choose words and phrases to convey ideas precisely.

### ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

GENERATE IDEAS	CONSTRUCT MEANING	SELF-REFLECT
<p>Gather Information</p> <ul style="list-style-type: none"><li>• From WHAT you know</li><li>• From WHO you know</li><li>• Brainstorm</li></ul>	<ul style="list-style-type: none"><li>• Create drafts</li><li>• Organize ideas</li><li>• Make a choice</li></ul>	<ul style="list-style-type: none"><li>• Check in with self</li><li>• Check in with others</li><li>• Refine work</li></ul>

### Pre-Teach

Look through some magazine advertisements, discussing what catches your eye in the images.

### Lesson Steps Outline

**1.** Show color wheel. Introduce the color wheel and complementary colors.

Criteria-based teacher checklist room scan: Students selects and pairs orange/blue, green/red, or yellow/violet.

**2.** Show *Bull Necklace (Norkiteng)* by Nalepo ene Matinti, *Thermometer* by Jasper Johns, and *Yéil X'eenh (Raven Screen)* attributed to Kadyisdu.axch' from the Seattle Art Museum collection. Introduce how complementary colors create visual contrast.

Criteria-based process assessment teacher room scan: Students identify how complementary colors create visual contrast.

**3.** Introduce the concept of a logo.

Criteria-based peer assessment: Student uses specific nouns and descriptive adjectives. Selects and uses a complementary color pair that represents something about him/herself (and explains choice in writing).

Optional if time permits:

**4.** Facilitate students making their personal logo out of complementary colors of fun foam. Guide reflection.

**5.** Facilitate students writing a brief advertising phrase that encapsulates what their logo expresses about them.

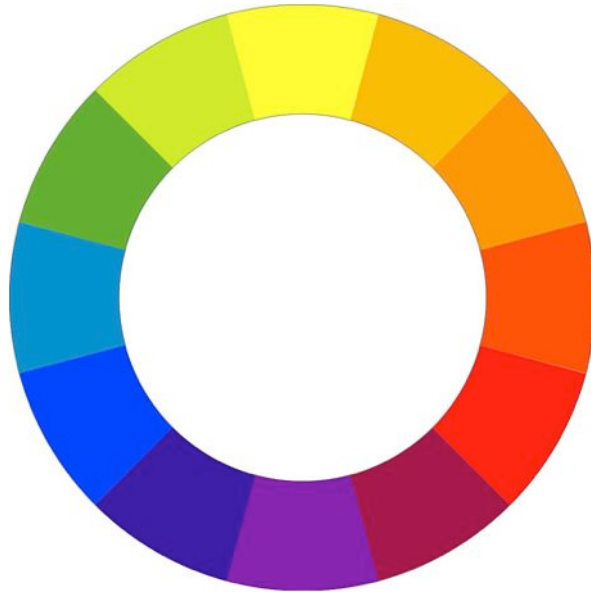
Criteria-based self and teacher checklist assessment: Student writes an advertising slogan, expressing something important about him/herself using vivid verbs, specific nouns, and/or adjectives.

## LESSON STEPS

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### 1. Show color wheel. Introduce the color wheel and complementary colors.

📖 mini-lesson, responding



- *Does anyone know what this (the color wheel) is called? What do you know about it? The color wheel is a chart that tells us about color relationships, for example, orange is located halfway between yellow and red on the color wheel because yellow and red are the two colors you mix to get orange.*
- *Colors that are opposite each other on the color wheel are called complementary colors.*
- *Let's play a quick game of complementary color bingo. You each have six colored pieces of paper. When I call out a color, you need to pick out its complement and hold it up, so if I call out "blue" what color will you pick up? (Orange)*
- *Remember that complementary color pairs are: blue/orange, yellow/violet, red/green.*
- *We're going to generate ideas by gathering information about complementary colors.*

Criteria-based teacher reverse checklist: Students selects and pairs orange/blue, green/red, or yellow/violet.

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### 2. Show *Bull Necklace (Norkiteng)* by Nalepo ene Matinti, *Thermometer* by Jasper Johns, and *Yéil X'eenh (Raven Screen)* attributed to Kadyisdu.axch' from the Seattle Art Museum collection. Introduce how complementary colors create visual contrast.

📖 mini-lesson, responding, group conferring



■ The Seattle Art Museum's collection is available on-line at: <http://www.seattleartmuseum.org/emuseum/code/collection.asp>. To find the images in this lesson, enter the accession number for the work of art in the search box on the collections page of SAM's website. Accession numbers for these works of art are listed in the materials box on page 1 of the lesson.

- *Where do your eyes go first in these works of art?*
- *Generate ideas by gathering information.*
- *Why do you think you are drawn to that part of the work of art? Where do you see some complementary colors right next to each other in these works of art? What kind of effect does it seem to create? (Complementary colors next to each other seem to pop).*

- Artists often use complementary color pairs to create strong visual contrast in a work of art.

☑ Criteria-based process assessment, teacher room scan: Students identify how complementary colors create visual contrast.

### 3. Introduce the concept of a logo.

📖 mini-lesson, drafting, individual and peer conferring

- Artists, including graphic designers in advertising, know that complementary colors contrast strongly with each other, and therefore draw your eye to the places in a work of art where they are right next to each other.



- The FedEx design is called a logo. A logo is a symbolic image that attempts to express the essence of what a company is and does. Symbols tend to be simplified images. Can you under find the hidden arrow in the FedEx logo? Why do you think the designer placed an arrow in the logo?
- Today we are going to create personal logos that represent something about who we are, and we are going to use complementary colors to make them.
- In your journal, you might start the brainstorming process by drawing your initials as bubble letters, and then writing a list of words that might describe you. You could jot down things you love to do or roles that you play—daughter, son, friend, soccer player, musician, mathematician.
- Gather information from what you know about yourself and from who you know best. How does your family or friends think of you? Generate ideas.
- Do any of these words suggest an image to you? Is there a way you can alter your initials so that they suggest one of these things?
- Try out different complementary color combinations in your journal, then choose one pair, and answer this question: What does the complementary colors you chose say about you?
- Begin to construct meaning as you sketch. Brainstorm and organize your ideas.
- Explain the choices you made in your journal using precise words. Then share your thoughts with a friend. Share your initial design and complementary color choice with your elbow buddy.
- Reflect by checking in with others. Does your buddy understand how your logo represents you and why you chose the colors you did? Can your buddy suggest any ways that you can simplify your design to make it even stronger? Then make a choice.

☑ Criteria-based peer assessment: Student uses specific nouns and descriptive adjectives. Selects and uses a complementary color pair that represents something about him/herself (and explains choice in writing).

**Optional, if time permits:**

**4. Facilitate students making their personal logo out of complementary colors of fun foam. Guide reflection.**

📖 peer conferring, reflecting, refining

- *Now that you have a design and complementary color scheme for your logo, you can re-draw it on fun foam, cut it out and attach the pieces to mat board.*
  - *Self-reflect. What does my logo say about me? Would I have had the same logo last year?*
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**5. Facilitate students writing a brief advertising phrase that encapsulates what their logo expresses about them.**

📖 constructing meaning, reflecting, refining

- *Many companies have an advertising slogan in addition to their logo. For example, Nike's logo is the swish, and their slogan is "Just do it." What other slogans do you know? Notice that they are usually very short and that just like the logo, they express something important about the company.*
- *We are going to write our own slogans for ourselves! You can use your logo for inspiration. Try a few different phrases before you settle on your best one. Remember to keep it short so that it sticks in people's minds.*
- *You're constructing a complementary meaning as you write this time about logo. But you will need to use the same process: Brainstorm, organize your ideas, make choices.*

**Criteria-based self and teacher checklist assessment:** Student writes an advertising slogan, expressing something important about him/herself using vivid verbs, specific nouns, and/or adjectives.

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**ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion**

Fourth Grade Lesson Three: *Complementary Colors*

**STUDENT SELF-ASSESSMENT WORKSHEET**

Teachers may choose to use or adapt the following self-assessment tool.

Disciplines	WRITING	VISUAL ARTS		WRITING	Total	
Concept	Compelling Writing	Complementary Colors	Symbolism		Compelling Writing	5
Criteria	Uses specific nouns and descriptive adjectives	Selects and pairs orange/blue, green/red, or yellow/violet in a work of art	Selects and uses a complementary color pair that represents something about him/herself	Explains choice in writing	Writes an advertising slogan, expressing something important about him/herself using vivid verbs, specific nouns, and/or adjectives	
Student Name						

**ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion**

Fourth Grade Lesson Three: *Complementary Colors*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	WRITING	VISUAL ARTS		WRITING	Total
Concept	Compelling Writing	Complementary Colors	Symbolism	Compelling Writing	5
Criteria	Uses specific nouns and descriptive adjectives	Selects and pairs orange/blue, green/red, or yellow/violet in a work of art	Selects and uses a complementary color pair that represents something about him/herself	Explains choice in writing	Writes an advertising slogan, expressing something important about him/herself using vivid verbs, specific nouns, and/or adjectives
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Total					
Percentage					

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between visual arts and writing?*

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**ARTS AND WRITING LESSON: *Complementary Colors***

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Dear Family:

Today your child participated in an **Arts and Writing** lesson. We designed personal logos to represent something about ourselves. We learned about how complementary colors (opposites on the color wheel: blue/orange, red/green, yellow/violet) can create strong visual contrast. We chose a complementary color pair for our personal logos that symbolized something about us. Finally, we wrote an advertising slogan that expressed something important about whom we are using vivid verbs, specific nouns, or descriptive adjectives.

- We designed personal logos.
- We chose a complementary color pair that also represented something about us for our logos.
- We wrote a short advertising slogan that expressed something important about who we are.

At home, you could look through a magazine at the ads to see where the graphic designers used complementary color to catch your eye. Where else do you see complementary colors in your house, or clothes, or in nature? Why do you suppose complementary colors exist in nature?

**Enduring Understanding**

Using complementary colors—opposites on the color wheel—to create visual contrast and vivid verbs/specific nouns and descriptive adjectives can make a bold statement.