Name _____ Date _____

Make a color wheel.

Procedure

You Will Need

- Paint palette
- Paper chart
- Paint (red, yellow, blue)
- Water
- Brush
- Measuring devices (medicine dropper, graduated cylinder, measuring spoons)

Mix two primary colors together to get secondary colors.

Yes No

❑ ❑ 1. Mix equal amounts of red and yellow to get orange.

❑ ❑ 2. Mix equal amounts of yellow and blue to get green.

❑ ❑ 3. Mix equal amounts of blue and red to get violet.

Mix primary and secondary colors together to get intermediate (tertiary) colors.

Yes No

❑ ❑ 4. Mix equal amounts of red and orange to get red-orange.

❑ ❑ 5. Mix equal amounts of yellow and orange to get yellow-orange.

❑ ❑ 6. Mix equal amounts of yellow and green to get yellow-green.

❑ ❑ 7. Mix equal amounts of blue and green to get blue-green.

❑ ❑ 8. Mix equal amounts of blue and violet to get blue-violet.

❑ ❑ 9. Mix equal amounts of red and violet to get red-violet.

You now have twelve colors.

Yes No

❑ ❑ 10. Paint the colors in the proper order on the color wheel on the page provided.

❑ ❑ 11. Have your instructor evaluate your work.

❑ ❑ 12. Clean area; put away equipment and supplies.

NOTE: Your teacher will provide a rubric showing how you will be evaluated on this project.

May be photocopied for student use.

May be photocopied for student use.

Name _____ Date _____

Change the intensity of a color.

Procedure

Mix two primary colors together to get secondary colors.

You Will Need

- Paint that is complementary to primary color paint
- Paper chart
- Primary color paint
- Brush
- Water

Yes No

❑ ❑ 1. Paint the section indicated on the paper chart located on the following page with the complementary color.

❑ ❑ 2. Mix a small amount of the primary color with the complementary color.

❑ ❑ 3. Neatly put a sample of the new color on the section of the chart next to the complementary color.

❑ ❑ 4. Mix another small amount of the primary color with the new color made in step 2.

❑ ❑ 5. Neatly put the sample of the new color on the next section of the chart.

❑ ❑ 6. Gradually increase the amount of primary color in the complementary color, neatly putting a sample of each new color on the chart before each addition of the primary color.

❑ ❑ 7. Have your instructor evaluate your work.

❑ ❑ 8. Clean work area; put away equipment and supplies.

NOTE: Your teacher will provide a rubric showing how you will be evaluated on this project.

May be photocopied for student use.

Complementary Color

May be photocopied for student use.

Name _____ Date _____

Change the value of a color.

Procedure

Mix two primary colors together to get secondary colors.

You Will Need

- One color of paint
- White and black paint
- Paper chart
- Brush
- Water

Yes No

❑ ❑ 1. Divide the one color of paint equally into two containers.

❑ ❑ 2. Neatly put a sample of original color in the middle section of paper chart located on the following page.

❑ ❑ 3. Mix a small amount of the white paint to one container of the original color paint; this makes a tint.

❑ ❑ 4. Neatly put a sample of tint in the first section to the left of the original color.

❑ ❑ 5. Gradually add more white to the color, neatly placing color samples consecutively on the chart after each addition of white paint.

❑ ❑ 6. Wash brush thoroughly.

❑ ❑ 7. Take other container of original color paint and mix in a small amount of the black paint; this makes a shade.

❑ ❑ 8. Neatly put sample of shade in the first section to the right of the original color.

❑ ❑ 9. Gradually add more black to the color, neatly placing color samples consecutively on the chart after each addition of black paint.

❑ ❑ 10. Have you instructor evaluate your work.

❑ ❑ 11. Clean area; put away equipment and supplies.

NOTE: Your teacher will provide a rubric showing how you will be evaluated on this project.

May be photocopied for student use.

May be photocopied for student use.

Name _____ Date _____ Score _____

Use color schemes to decorate rooms.

Because the colors of a room and its furnishings can affect the way you feel, it is important to understand the use of color schemes.

Instructions: Using crayons, colored pencils, or paints, develop examples of three different color schemes on the pages that follow. You may want to refer to objective 9 for basic color schemes.

You Will Need

- Paper
- Crayons
- Colored pencils
- Markers
- Paint

May be photocopied for student use.

1. Color scheme used _____

2. Colors used _____

3. Name _____

May be photocopied for student use.

1. Color scheme used _____

2. Colors used _____

3. Name_____

May be photocopied for student use.

1. Color scheme used _____

2. Colors used _____

3. Name_____

May be photocopied for student use.

Across

2 emphasis on a detail in sharp contrast with its surroundings
4 colors not seen on the color wheel
6 colors made by combining two primary colors in equal amounts
7 colors made when a primary color is mixed with equal amounts of the secondary color next to it on the color wheel

Down

1 colors from which all other colors are produced
3 most common device used to show the relationship between colors; provides basis for basic color schemes
5 move back or appear smaller

May be photocopied for student use.

Data on Display: Color Logic

Begin this activity before teaching the unit. Detailed directions are available in the **General Instructions**. Provide copies of the Handout Statements (on the following page) for students to complete. Discuss the results after completing the unit.

Name _____ Date _____

Cooperative Group _____

Data on Display: Color Logic

Before instruction: Review the statements on the handout and determine your competency or knowledge level based on a scale of 0-10. As directed, take the sticky notes and place one at the level you feel you have knowledge or skill on each of the data charts that are located on the wall around the room. Once all students have placed a sticky note on each data chart, look at the graphic representation as to the knowledge and skill level as perceived by the entire class.

After instruction: Following instruction and discussion in your group, review the statements on the handout again and determine your competency or knowledge level based on a scale of 0–10. As directed, take the sticky notes and return to the data charts on the wall and place one sticky note on each data chart at the level you feel you have knowledge or skill. Once all students have placed a sticky note on each data chart, look at the graphic representation as to the knowledge and skill level as perceived by the entire class.

Handout statements:

1. Primary Colors
2. Secondary Colors
3. Intermediate Colors
4. Intensity of Color
5. Dimensions of Color
6. Color Schemes

Name _____ Date _____

3-2-1: Color Logic

Provide copies of Appendix 6 for students to complete. Have students:

- Write 3 things they learned in class today.
- Write 2 things they were surprised to learn today.
- Write 1 thing they still have questions about concerning quick breads, cakes, or cookies.
- Turn in their paper before they leave class.

Anticipation Guide: Color

Begin this activity before teaching the unit. Detailed directions are available in the **General Instructions**. Provide copies of the Anticipation Guide (on the following page) for students to complete. Discuss the results after completing the unit. Note that some statements may not have a correct answer — use these to stimulate discussion.

Name _____ Date _____

Cooperative Group _____

Anticipaiton Guide: Color

Before reading: In the space to the left of each statement, place a checkmark if you agree or think the statement will be supported by the reading in your textbook or information obtained through research.

During and after reading: Add new checkmarks to statements that you believe the reading text supports or cross through those about which you have a change of mind. Keep in mind that the Anticipation Guide is not a traditional worksheet. You may need to put on your thinking caps and read "between the lines". Use the space under each statement to note the article, page number, column, and paragraph(s) where you find information to support your thinking.

_____ 1. By mixing primary colors together, I can arrive at all the colors on the color wheel.

_____ 2. Complementary colors appear brighter when placed next to one another.

_____ 3. The shadow of an object will also contain its complementary color, for example, the shadow of a green apple will contain some red.

_____ 4. An understanding of the basics of color theory and the color wheel is essential for every decorator and can increase the possibilities for your work.

_____ 5. Colors are one of the basic tools of decorating and even affect the moods of people in the room.

_____ 6. Red has been shown to raise blood pressure and speed respiration and heart rate.

_____ 7. Terra-cotta, salmon, peach, coral, sand, and shrimp are popular expressions of orange.

_____ 8. Yellow captures the joy of sunshine and communicates liveliness and happiness.

_____ 9. Blue is considered the most restful color to the eye. In halls and small spaces, blue can feel expansive and welcoming.

_____ 10. Green brings down blood pressure and slows respiration and heart rate.

_____ 11. Purple is associated with luxury and creativity and gives the scheme depth.

_____ 12. For the wedding ceremony, the bridal gown in India is red.